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ABSTRACT

The Family Talk Time Curriculum is designed to provide the skills, information, and self-confidence needed to empower refugee and immigrant parents to raise their children successfully in the United States. It is part of the Washington state Multi-ethnic Family Intervention Project at the Refugee Women's Alliance. The curriculum was developed over a 2-year period by a multi-ethnic group of 10 refugee mothers, a bilingual staff, and parent educators from Seattle Central Community College. All techniques are designed to elicit input and opinions from the participants, to facilitate sharing among them, to introduce new information, to improve problem-solving skills, and to improve English language literacy skills. The teaching techniques include student stories, problem posing, brainstorming, charts and grids, student-drawn pictures, journal writing, and grammar activities. Chapters include: (1) Raising Children in the U.S. (remembering family history and culture, methods of discipline in different cultures, teenagers); (2) Understanding American Schools (parent-teacher conferences, supporting your children in school, notes from school); (3) Changing Family Roles in the U.S. (comparing customs and traditions about marriage, family violence, family planning); (4) Taking Care of Yourself (coping with depression, raising self-esteem); and (5) Using Community Resources (low-cost family entertainment, crime prevention). (Adjunct ERIC Clearinghouse on Literacy Education) (LB)

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FAMILY TALK TIME

A Curriculum for Refugee and Imigrant Parents

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INTRODUCTION

The purpose of the Family Talk Time Curriculum is to provide the skills, information, and self confidence needed to empower refugee and immigrant parents to raise their children successfully in the United States.

Refugee and immigrant families often find resettlement in the United States difficult. They must learn English quickly, find jobs and housing, enroll children in schools, and adjust to new systems, values, and expectations. They often worry about family members left behind in uncertain conditions, and suffer from trauma and loss from war and flight. Many refugee families suffer not only from culture shock, but from chronic depression and post traumatic stress syndrome. Many of these families become at risk for mental health problems and family conflict. Most resettlement programs focus on the immediate needs of English language, jobs and housing rather than on long term adjustment issues such as adjusting to changing family roles, the effects of unequal acculturation rates, coping with depression, keeping traditional culture alive, the role of parents in American schools, raising children in America, or the American legal and child welfare system.

In order to address these needs, The Washington State Division of Social and Health Services, Mental Health Division funded the Multi-ethnic Family Intervention Project at the Refugee Women's Alliance. One of the goals of this project was to develop and implement a structured skill building workshop for newcomer parents to decrease the risk of family conflict and disruption. This goal was met by the Family Talk Time Classes and Curriculum.

We found that traditional Parent education curricula did not meet the needs of our refugee population and often left them confused and feeling inadequate. We wanted to increase the confidence and skills of refugee parents as well as build on their traditional parenting skills and values. Over a period of two years, The Family Talk Time curriculum was developed by a multi-ethnic group of ten refugee mothers, the bilingual staff of the Refugee Women's Alliance, and Parent educators from Seattle Central Community College.

This is an emergent curriculum, with topics, as well as format developing in an ongoing process from the identified needs of the participating mothers. Over the first year of the project, the mothers identified about twenty topics for discussion. From those, we have selected the thirteen topics included in this curriculum. Many of the stories used are stories told by mothers in class. The project was initially conceived as a native language project, but within the first weeks, the students strongly stated they wanted more opportunity to practice English. In the early stages, we used a conversational, support group approach, but the students voiced a strong need for more structured practice in reading and writing English. What has emerged is an integrated English as a Second Language and Parent Empowerment Curriculum. This curriculum has been field tested with new groups of mothers and some changes have been made based on their input.

All techniques used are designed to elicit input and opinions from the participants, to facilitate sharing among the participants, to introduce new information, to improve problem solving skills, and to improve English Language literacy skills.

Since the goal of the project is to empower refugee parents, it is expected that new groups may add or change topics. We have tried to keep the curriculum simple enough that it can be used by Parent educators, bilingual counselors, mental health professionals, English as a Second Language instructors, or volunteers in any of these fields. It can be used as a discussion tool alone or in combination with the literacy exercises. Specific lessons can be used by themselves. Since it is written in English, The Family Talk Time Curriculum is excellent for multi-ethnic groups, encouraging them to share experiences as well as form natural networks.

We have used the curriculum with over 50 students from Cambodia, Viet Nam, Laos, Mexico, Taiwan, Eritrea, Ethiopia, Somalia, and India. In all cases we have seen natural networks formed, problems shared, skills improved, and self esteem increased. We hope you and your students find the materials a useful beginning point and that you enjoy your Family Talk Time Classes.

Teaching Techniques and Grammar Activities

Several techniques for eliciting student generated material appear in the curriculum lessons. Exercises employing these techniques appear most often in the Warm Up Activities and Suggested Activities sections, but may be used at any time in the lesson. The following is a description of each technique and suggestions for their use:

Student Stories

We have emphasized encouraging students to share their own stories. The key to helping students share their personal stories is to develop a safe and supportive environment where students feel comfortable sharing their own personal experiences. This is not something that is established overnight, but takes time to develop so don't be discouraged if students don't share their personal experiences immediately.

Individual stories are often the highlight of these lessons. Each lesson in this curriculum contains several openings which encourage students to share similar experiences or tell a story which relates to the discussion point. Sometimes, however, storytelling begins spontaneously during the lesson. Encourage your students to do this and be prepared to follow changes in the direction of the lesson! Finally, save these stories and use them for follow up activities in the future (sentence strips, comprehension questions, grammar exercises, reading practice) or as material to develop new curriculum lessons based on the Family Talk Time model.

Problem Posing

The use of stories, questions and discussion in this curriculum is a modified version of the problem posing model originated by the Brazilian educator, Paolo Friere. The approach is to present a "code" (a story, dialogue, picture, role play, etc.) which

represents a situation or experience common to the lives of refugee and immigrant parents. The story typically describes a "problem" and the class discussion develops as a group problem solving exercise and includes students' opinions, feelings, and sharing of similar experiences.

Brainstorming

Brainstorming is an excellent way to have students think about the subject and begin generating related topics for discussion. The exercise is a simple, but useful way to have the students give input on the topic and guide the direction of the lesson. In addition, an extensive vocabulary list is often developed which may be used later during vocabulary reinforcement or review.

Open ended questions provide room for a variety of responses. Prompting students with examples or related questions may help begin the process, but the students are ultimately the ones who lead this exercise. Record all the responses on the board. This is valuable material that may be used later for follow-up activities or ideas for future lesson topics. Finally, brainstorming is an effective technique for exercises that require group problem solving skills.

Charts and Grids

Charts and grids are a useful way to record information from your students and to visually represent the variety of student responses. They work particularly well when conducting classroom surveys or opinion polls and when comparing cultural differences. Collecting information to record in the grids can be done in several ways. Some methods used in this curriculum include: pairs interviews, brainstorming, and classroom surveys.

Because often times a lot of information is generated in a single discussion question, it helps the student and teacher absorb the information when it's presented in a grid format. Follow up exercises and discussion using the information on the grids and charts are also important and can often develop into an entire lesson. Some possible follow up exercises include: comparison questions ("Who has the most children?" or "Who has lived in Seattle longer than Thuy?"), writing sentences using the information in the grid, answering true or false questions, or summarizing the information ("Four people like coffee and three people like tea.")

Student-Drawn Pictures

Sometimes the best way to describe a story or experience from your life is to draw it. Many of the lessons in this curriculum use drawings as a way for students to share an experience from their life. Drawings are useful as anticipatory or warm up exercises ("Draw a picture of a time when you felt . . ."), as comparative tools ("Draw pictures of

your childhood house and your present house."), and as first steps in the storytelling process. Before asking your students to draw pictures, however, remember to model the exercise by sharing your own picture and describing it to your students.

There are many follow up activities that can be used with student-drawn pictures. Some examples include: having students ask each other questions about their pictures (in pairs or as a group), asking students to write single words or sentences about their picture (depending on literacy level), or having a student dictate a story as you write her words on the board.

Journal Writing

Journal writing in the Family Talk Time class has most often been in the form of dialogue journals. The objective behind a dialogue journal is to develop an on-going written conversation between you and your students. Generally, writing is completed in class and is related somehow to the lesson topic. Very little, if any, correction of student writing is made. The emphasis is upon responding to the content of the student's entry and continuing the written dialogue. This is accomplished by prompting the writer with further questions or suggesting related topics to explore in the next entry. Spiral notebooks work well, as students can keep all their entries in one place.

Grammar Activities

The language exercises with each section are meant to provide a model of different types of follow-up activities using student-generated texts. The activities are not exhaustive. They could change and be expanded upon depending on the language needs of your students. While it is possible to use the exercises exactly as they are presented, you may decide to develop a similar exercise with a different phrase, structure, or other language point depending on the needs of your students. We encourage you to do this.

Additionally, you may chose to use this curriculum itself as a model and have your students develop their own stories. The language activities, then, would be different in context. We encourage you to experiment and hope that this curriculum will give you ideas of language activities.

Throughout this curriculum, we endeavored to provide students with activities that are communicative, meaningful, expressive of natural speech, and limited in objective. Some activities are very structural and require that students use a particular part of speech. Others are much less structured and provide an opportunity for students to practice phrases and discussion techniques. Visual aids are often used as prompts. If the phrase or structure being practiced is new to the students, they will likely need more structural practice first and them will be able to move on to less structured activities.

CHAPTER 1: RAISING CHILDREN IN THE UNITED STATES

All parents love their children. In these changing times it is very difficult to be a parent. For refugee and immigrant parents, raising children in American society is especially frustrating and challenging. "Americanized" children often do not recognize or respect traditional discipline and expectations. Refugee and immigrant parents don't always agree with American values that encourage young children to be independent. Many newcomer parents feel that too much freedom at a young age will make it hard for children to retain respect for their traditional culture.

Back home, children are always being cared for, loved and looked after by an extended family. The mother usually does not work outside the home and has support from extended family in managing the children. Children are raised to follow their parents' advice, obey and respect their parents. Parent solve their children deeply but do not express it in words or gestures.

In the United States, most refugee and immigrant parents are working and children are left alone much of the time. The parents cannot provide as much guidance as they did back home, there is often no extended family, and the children are being exposed to the new American values of independence and do not readily accept their parents' advice and guidance. Children often feel that they understand the new culture better than their parents and indeed they often do. Many times they become the liasons and interpreters for their parents. This can put both parents and children in an awkward position. Often children misinterpret or misunderstand the intention of policies and cannot fully explain them to their parents. In addition, in the United States, children have legal rights. Many refugee parents feel that American laws give more power to children than adults.

There is a generational as well as a cultural gap between refugee parents and their American born children. Often parents and children do not speak the same language. Refugee and immigrant parents need more information about American schools, laws, customs, and values. They also need support in encouraging their children to retain respect for traditional values, and skills at coping with the new values and systems in the United States.

RAISING CHILDREN IN THE U.S.

Remembering Family History and Culture

Warm Up Activities:

1. Use the following questions to begin a discussion:

   - What languages do people speak in your country?
   - What special holidays do you celebrate?
   - What special foods do you prepare on holidays?
   - What arts and crafts are practiced in your country?
   - What kind of music or dance do you have in your country?
   - What games or sports do children play?

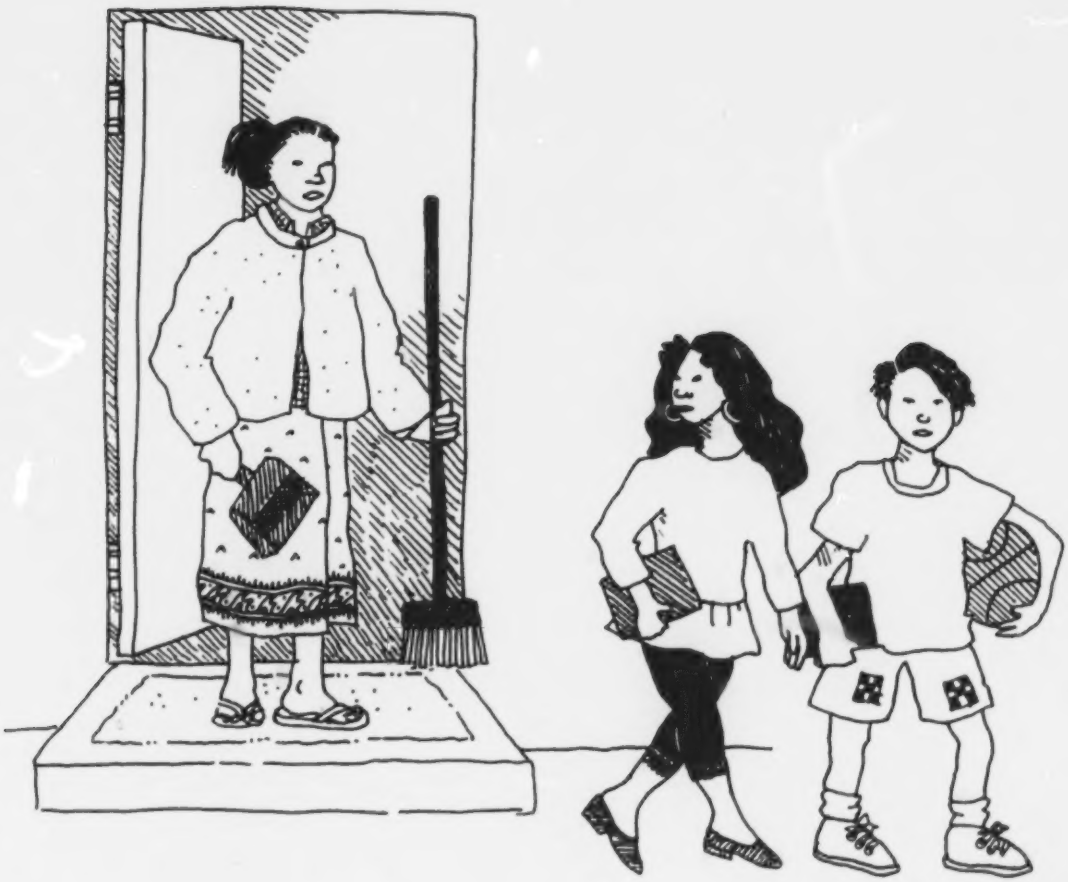
2. Ask students what are the most important things to remember from their country.

3. Have students draw pictures of the homes they grew up in and the homes where they live now. Talk about the differences.

   - What things did you like about your childhood home?
   - What things are different about your present home?
   - What memories do you have of your childhood home?

4. Ask students to tell stories about their childhood homes and share the stories with their children.

5. Ask students to bring in photographs of their families. Have students share with class and describe the picture.



Story:

Bopha is from Cambodia. She has two children. The children were very young when the family came to the United States. Bopha wants her children to learn the Cambodian language and dances, but at school they are quickly learning American ways. Everyday they seem to forget more Cambodian and become more "Americanized".

Bopha is sad, but doesn't know what to do. She wants her children to be proud of their culture. When she tries to tell her children about Cambodia, they act bored and want to watch T.V.

Comprehension Check:

1. How many children does Bopha have?
2. How old were the children when the family came to the United States?
3. What does Bopha want to teach her children?
4. What are they learning at school?
5. What happens when Bopha talks to her children about Cambodia?

Feelings:

1. How does Bopha feel?
2. How do her children feel?
3. How do you think Bopha feels when the children don't pay attention?

Personalize:

1. Do you ever feel like Bopha?
2. What do you want your children to remember about your country?
3. Why do you want your children to learn your language?
4. Is it hard to teach your children your language in the U.S.?
5. What stories do you tell your children about your country?

Cultural Comparison:

1. How did your parents teach you about important customs?
2. What things about your culture do you like?
3. What things do your children remember about your country?
4. What things about American culture do you like?

Opinions/ Solutions:

1. What can Bopha do in this situation?
2. What things can you do to teach your children about your family history and culture?
3. Do you think this is important?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

FORGET	AMERICANIZED	BORED
QUICKLY	CULTURE	PROUD
ACT	PAY ATTENTION	CUSTOMS

Make two columns; one with the vocabulary words and one with their opposites. Ask students to match the vocabulary word with its correct opposite.

forget	traditional
pay attention	ashamed
bored	remember
proud	slowly
quickly	interested
Americanized	ignore

2. **"Seem to":**

From the story: *"Everyday they seem to forget the traditions of their culture . . ."*

a. Explain to students that "seem to" is used when we don't know for certain; when we're guessing what is happening.

b. Have sample sentences using the verbs *to forget, to remember, to like, to hate*, and *to enjoy*. Write them on the board or make a handout. Read together.

1. She is always busy. When she calls me on the phone, she seems to forget why she called.

2. My husband seems to remember every problem with our son.

3. Do you like to sew, too? We seem to enjoy doing the same things.

c. In pairs, using the verbs above (forget, remember, like, hate, enjoy), have students make two sentences for each verb. Or, have them complete the following sentences:

1. When I'm tired, I often seem to forget _____.

2. Babies seem to enjoy _____.

3. People in Seattle seem to like _____.

4. My son always seems to forget _____.

5. When my daughter was young, she seemed to hate _____.

Be prepared to explain use of seem or seems in the present tense and seemed in the past tense. Also note that these exercises have used seem to with a verb. Other statements can be made using seem with adjectives.

ex: She seems (to be) tired.

d. To give students practice with seems (to be) and an adjective, bring in pictures of people. Have students make sentences describing the people.

ex. He seems (to be) happy.

They seem (to be) happy.

Write adjectives on cards that will work with seems (to be) and distribute; one card to each student. In pairs, small groups, or as a whole class, have students pantomime each adjective and have others guess, using the phrase:

"She seems (to be) _____."

3. "To be proud of":

From the story: *"She wants her children to be proud of their culture.*

a. Using pictures of people (see exercise above with seem to), or with different pictures of people, hold one picture up and ask students:

"What is this person proud of?"

Get as many different responses as possible. (Note: the response, "She is proud of. . ." is a different form from the story sentence, "She wants her children to be proud of . . .")

b. Distribute pictures to pairs or small groups and have students ask and answer using the expression: (to be) proud of. Some students may experiment with, "She seems to be proud of . . ."

(Note: If this is confusing to students, find a picture of a young girl and ask, "What does this girl's mother want her daughter to be proud of?")

c. Follow-up: Have students discuss with a partner what they want their children to be proud of. Have each student write down as many sentences about this as they can.

Collect the sentences. Make a handout of all the sentences for the students. Beside each sentence, put a blank line.

I want my son to be proud of his father. _____

I want my daughter to be proud of her culture. _____

Distribute the sheet of statements to students. Ask them to find a classmate to sign her name after a sentence which she supports or agrees with. It need not be the students who originally wrote the sentence.

Suggested Activities:

1. Ask students to bring something from their country and share it with class. If it's something that they made, ask them to demonstrate how they made it.

2. Nations and Nationalities. Ask students to circle or point to their native country on a map.

   On the board, make a column called *Place* and write your students' native countries in the column. Next to that column, make another column called *People/Things*. Explain that in English, the words for countries are different than the words for the people and things that come from that country. As a class, fill in the People/Things column.

   Follow-up: Have a nations and nationalities hand out ready to reinforce the differences in usage.

   ex. Thoi is from Vietnam. She is _____.

   Music from China is called _____ music.

3. Ask students to tell stories about their grandparents and parents.

   - How did you learn about ceremonies and stories?
   - Did you always want to learn about important ceremonies?

4. Ask students to share their recipes with the class (this will require a lot of food and cooking vocabulary). Collect the recipes and put them together in a handout. If possible, cook together and prepare the recipes that were collected in class.

5. Invite a leader from one of the ethnic communities to come speak to the class about preserving culture in the community.

6. Brainstorm ways to teach your children important things about your family and country.

7. Visit a temple or ethnic celebration.

8. Visit a local museum with an ethnic show.

RAISING CHILDREN IN THE U.S.

Methods of Discipline in Different Cultures

Warm up Activities:

1. Define and discuss the following vocabulary words:

reward	punish
behave	misbehave
obey	disobey
discipline	educate

2.
   - Ask students to discuss and list methods of discipline in their native countries.
   - Ask students to discuss and list methods of discipline in the U.S.
   - Have students circle the most effective methods in each country.

3. Ask students to complete the following:

   When my kids are good, I:

   When my kids are bad, I:

4. Discuss concerns and expectations that parents have about children in the U.S. Address the concerns and expectations for specific ages and record in the information on a grid.

Age	Expectations	Concerns
2		
5		
10		
15		

Story:

Tai is waiting for the bus. Viet, her 3 year old son, is with her. He is tired and crying. She gives him some candy to make him happy. He doesn't stop crying. He screams and yells and kicks. The mother talks to him, but he still cries. Finally, Tai slaps him on the head and he stops crying. An American women tells Tai, "You can't hit your children here. You could go to jail. It's bad to hit your children."

Comprehension Check:

1. Where are Tai and Viet?
2. Why is Viet crying?
3. What does Tai give Viet? Does he stop crying?
4. What makes Viet stop crying?

Feelings:

1. How does Viet feel?
2. How does Tai feel?
3. How does the American woman feel when she sees Tai slap Viet?

Personalize:

1. Do you know of other stories like this?
2. How do you feel when your children don't listen to you?
3. What do you do when your children don't listen to you?

Cultural Comparison:

1. Would this situation happen in your country?
2. In your country, how do parents discipline their children?
3. Are children more respectful in your country than in the U.S.?
4. Is it easier to raise children in your country?

Opinions/ Solutions:

1. What would you do if you were Tai?
2. Is it true you can't hit kids in America?
3. Is it important to discipline children?
4. What other ways are there to discipline children?

ESL Exercises:

1. **Vocabulary:**

   Practice the following words:

SCREAMS	YELLS	KICKS
SLAP	HIT	JAIL

2. **Use of "_____ makes me _____."**

   a. Write on the board:

   _____ makes me _____.

   ex. Spring makes me happy.
   Traffic makes me angry.

   Have students write 10 sentences using this form and read them aloud. Write the sentences on the board.

   b. Have students write their 10 sentences on larger paper to make sentence strips. As a group activity, group sentences together according to the feelings they describe (i.e. what makes people happy? angry? nervous?).

   c. Discuss family members and feelings. Have students write five sentences about each member of their family using the following structure:

   _____ makes my husband _____.

   _____ makes my daughter _____.

Read sentences aloud. It is possible that the topic of discipline will arise with some of the sentences. Take time to explore those examples more fully.

3. Use of "still":

For teachers: "Still" is sometimes used in a statement to show a continuing action, as in: "She's still living in Seattle."

a. In the story, the action (crying) is continuing even though the mother has done something in hopes of changing it. Write on the board:

"The mother talks to him, but he still cries."

After modeling the example below with the whole group, have students, in pairs, or individually, complete the following sentences.

ex. Khamnoy was at the grocery store with her 3 year old daughter, Kim. Kim was cranky (tired) and grabbing cans and boxes off the shelves. Khamnoy told her not to grab things, but Kim still_____ things.

1. Mulu was at a park with her 6 year old son, Jonas. Mulu wanted to go home, but Jonas wasn't ready to leave. He wanted to play some more. Mulu called him, but Jonas still _____.

2. When I was young, my mother would always yell at me to wake up. I didn't want to get up so early, so when she called me, I stayed in bed. Now that I'm older, I still don't like to _____.

3. Once my son was very sick. He cried and cried. I took him to the clinic. They told me he had an ear infection. I gave him medicine, but that night he still _____.

b. Sentence completions. Have students complete these sentences based on their experiences.

1. Once I told my son to _____, but he still _____.

2. I asked my husband to _____, but he still _____.

3. My daughter asked me to _____, but I still _____.

4. In English class, they asked me to _____, but I still _____.

c. Using these sentences as a starting point, ask students to tell a story about a time when someone asked them or they asked someone to do something.

d. Ask students to write a paragraph and then read it aloud to a partner or to class.

Suggested Activities:

1. Invite someone from a child welfare agency to come talk about the child protection laws.

2. Invite a speaker to come talk about the stages of child development.

3. Invite parents from different ethnic communities to come talk about their experiences of raising children in the U.S.

4. Have students write a journal entry about a time when they were punished as a child.

   - What did you do to get punished?
   - How did your parents punish you?
   - How did you feel?
   - Did you do it again?

5. Make situation cards about raising and disciplining children and have students work in pairs to discuss the situations. Rotate the cards so each group gets to discuss every card.

   ex. Your daughter refuses to do her homework. She says it's boring. What do you do?

   Your children refuse to speak your language and always answer you in English. What do you do?

   Your daughter gets mad at the grocery store and sits on the floor screaming. What do you do?

   You told your son to be home at 10:00 pm and he comes home at 11:30. What do you do?

RAISING CHILDREN IN THE U.S.

Teenagers

Warm Up Activities:

1. Ask students to brainstorm a list of things teenagers like to do in the U.S. Ask the students to circle which things they think are good activities for kids. Discuss why they are good.

2. Ask students to list things teenagers did in their countries. Circle the activities that are the same here. Discuss how things are different for teenagers here.

3. Brainstorm: What activities do your teenagers enjoy at school and after school?

   Write all the responses on the board. Handout a chart and have students write the activities in the left column and students' names along the top. Have students circulate and ask each classmate if their teenager enjoys any of the listed activities. Write 'yes' or 'no' in the boxes.

ACTIVITY	Maria	Phuong	Sophia	Xone
Play Sports				
Do Homework				
Talk on the Phone				
Invite Friends to House				

Story:

Khamnoy is fifteen years old. Her family is from Laos. She goes to an American high school. She works hard in school and gets good grades. She also helps take care of her brothers and sisters at home. Khamnoy's teacher invited all of the honors students to go out for pizza after school. Khamnoy wanted to go, but was afraid to ask her father. She said she couldn't go because she had something else to do.

Comprehension Check:

1. What country is Khamnoy from?
2. Is she a good student?
3. Where are the honors students going with their teacher?
4. Is Khamnoy going?
5. What did she tell her teacher?

Feelings:

1. Was Khamnoy afraid to ask her father?
2. Why was she afraid to ask him?
3. How do you think Khamnoy felt when she told the teacher she couldn't go?

Personalize:

1. Do you know any stories like this?
2. Did your parents let you go out with friends when you were a teenager?
3. If you were Khamnoy's mother or father, would you let her go?
4. What rules do you have for your children?
5. What things worry you about raising teenagers in the U.S.?

Cultural Comparison:

1. Are teenagers allowed to go out with friends in your country?
2. How is it different in the U.S.?
3. Who makes the family rules in your country?
4. Who makes the family rules in the U.S.?

Opinion/ Solutions:

1. Do all families have the same rules?
2. How late do you think teenagers should be out at night?
3. Do you think Khamnoy made the right decision?
4. How could the teacher have helped?

ESL Exercises:

1. Vocabulary

Practice the following words:

INVITE	PIZZA	HONORS STUDENTS

2. Cloze exercise (focus on verbs):

Khamnoy _____ fifteen years old. Her family ___ from Laos. She _____ to an American high school. She _____ hard in school and _____ good grades. She also _____ take care of her brothers and sisters at home. Khamnoy's teacher _____ all of the honors students to _____ out for pizza after school. Khamnoy _____ to go, but was afraid to _____ her father. She _____ she couldn't go because she _____ something else to do.

Words: said, invited, wanted, had, is, goes, helps, is, go, ask, gets, works

3. Word order:

a. Unscramble the following sentences:

1. Laos family is Her from
2. helps at sisters care brothers also She take of home
3. is old Khamnoy years fifteen

4. school works in She hard

5. go Khamnoy to wanted

6. said couldn't She go said

4. "Wanted to _____ but was afraid to ask":

a. In Khamnoy's story, she wanted to go out for pizza, but was afraid to ask her father. Based on the discussion that followed the reading, have students think about their childhood and the things they were afraid to ask their parents.

Write on the board:

I wanted to _____ but was afraid to ask my _____.

Provide some examples from your own past and from the earlier discussion.

b. Have students write 5 sentences using this structure. Share with a partner. Have students read aloud while you write the sentences on the board. Did students come up with similar sentences? (This exercise can be used as the basis for more learner-generated stories.)

c. Ask students: What do you think your teenagers want to do but are afraid to ask you?

Write on the board:

I think my _____ wants to _____ but is afraid to ask.

Have students write sentences using this structure and repeat the steps in exercise b.

5. Declining an Invitation:

a. Brainstorm ways to politely decline an invitation:

ex. I'm sorry, I can't.

I'm busy then.

I would like to, but I have something else to do then.

b. On index cards, write invitation questions and have students role play the conversations and practice declining invitations.

ex. Can you come to my house Saturday night?

Would you like to see a movie tonight?

Suggested Activities:

1. Invite a teacher or bi-lingual assistant from a local high school to talk about extra-curricular activities at school.

2. Invite an American parent to come in and talk about family rules.

3. Brainstorm positive teen activities in one column and negative activities in another. Discuss what is positive and negative about these activities.

4. Discuss ways to support teenagers in school and praise them when they do well.

5. Plan a cultural demonstration class where parents together with their children introduce something from their culture (dance, music, handicrafts, descriptions of holidays, etc.).

6. Discuss setting limits for teenagers.

   - What is a good limit?
   - How do you enforce it?
   - Have parents compare successful stories about setting limits for teenagers.

7. Have a school counselor or youth counselor come in and discuss resources for family and youth problems.

CHAPTER 2: UNDERSTANDING AMERICAN SCHOOLS

In most traditional societies, schools are very formal and teachers very highly respected and honored. Children obey and respect teachers or often face corporeal punishment. Parents usually have no involvement with the schools and trust the teachers with the continued education of their children. Students are expected to show respect for the teachers and to follow the prescribed path.

When refugee and immigrant parents come to America, they are confused, and often dissapointed in the schools. They feel the children lack respect for the teachers and need more discipline. They do not always agree with teaching children to be independent and to speak out in class. They expect a more traditional approach to education. They do not understand notices sent home, policies about homework and tardiness, field trips, after school sports, and many other things about public schools. Many times because they are afraid something bad will happen or because they don't understand, they won't allow their children to participate in activities, or attend school functions themselves. Often children, teachers, and American parents mistake this fear and ignorance for strict discipline.

Most refugee and immigrant families come to the United States for their children's future. They want their children to succeed in school and in America. In order to support their children in school and insure their success, refugee and immigrant parents need to gain basic knowledge about the American school system: the name and address of the child's school, how to phone in about absences, registration policies, busing policies, homework policies, basic expectations of the schools, rewards and punishments, and parent involvement in the schools.

UNDERSTANDING AMERICAN SCHOOLS

Parent-Teacher Conferences

Warm Up Activities:

1. Have students describe schools in their countries and schools in the United States. Write their responses on the board.

2. From the first activity, discuss which things are similar and which things are different. Possible topics of comparison include:

   Students
   Teachers
   Transportation to school
   Activities
   Meals
   Distance from home
   Dress

3. Draw a grid on the board with four columns: Speaking, Listening, Reading, and Writing. Ask the students to brainstorm what kind of English they want to learn to communicate with schools. For example:

Speaking	Listening	Reading	Writing
Calling in sick	Parent-Teacher Conference	School notes	Permission slips

Ask each student to prioritize which skills they think are the most important and which ones they want to improve while in class.

Story:

Mrs. Kim went to school to meet her son's teacher. The teacher was very happy to meet her. It was Mrs. Kim's first parent-teacher conference and she was anxious to know how her son was doing at school.

Mrs. Kim: "Hello, I'm Mrs. Kim. David is my son."

Mr. Tan: "I'm Mr. Tan, David's teacher. I'm glad you could come today."

Mrs. Kim: "Thank you for asking me to come. I want to know how David is doing in school."

Mr. Tan: "He does very well in math and science."

Mrs. Kim: "What things does he have trouble with?"

Mr. Tan: "He doesn't seem to like reading and writing and sometimes forgets to bring his English homework. Maybe you could ask him to practice his reading and writing more at home."

Mrs. Kim: "OK, I will. Thank you."

Comprehension Check:

1. Where did Mrs. Kim go?
2. Has Mrs. Kim met the teacher before?
3. What are David's best subjects in school?
4. What problems does David have at school?
5. What did Mr. Tan say David should do at home?

Feelings:

1. How did Mrs. Kim feel when she went to the school?
2. Why did she feel like that?
3. How did she feel about the things her son does well?
4. How did she feel about David's reading and writing?

Personalize:

1. Have you been to a parent-teacher conference? What happened?
2. How did you find out about the parent-teacher conference? (phone call, school note, neighbor)
3. Did you ask the teacher questions?
4. Do you plan to attend a parent-teacher conference this year? Do you know when it is?
5. What would you like to know about your child's school?

Cultural Comparison:

1. In your country, do parents meet with the teacher?
2. How do parents know what their children are doing in school?
3. What happens when children get good grades in school? What happens when they get bad grades?
4. Do parents praise children for good work? Do teachers?

Opinions/ Solutions:

1. Is it important to attend parent-teacher conferences? Why?
2. Is it difficult to attend parent-teacher conferences? Why?
3. What would make it easier?

ESL Exercises:

1. **Vocabulary**:

Practice the following words:

MEET	ANXIOUS	GLAD
SCIENCE	MATH	READING
PRACTICE	TROUBLE	FORGET
HOMEWORK	CONFERENCE	

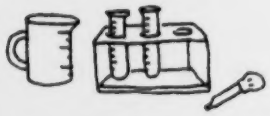
a. Feelings vocabulary:

- Ask students to draw a picture of time when they felt happy, anxious or glad and share their story with class.
- Have students choose one story to write on the board.
- Look to see if the story has any of the same vocabulary or grammar structures as the lesson and circle them.
- Model this activity with a picture you draw and share it with the students.

OR: Expand on the list of feelings vocabulary (nervous, sad, angry, confused, tired, worried, etc.). If your students feel comfortable having their pictures taken, bring a polaroid camera to class and take pictures of the students expressing the different emotions. Make vocabulary word cards and have the students match the word with the correct photograph.

b. Play Vocabulary BINGO. You can make the game cards with words, pictures or both. Use definitions when calling out the clues.

Sample BINGO Card

homework		practice
	anxious	meet
glad	2 + 2 = 4	conference

2. Gerunds & Infinitives:

For teachers: A **gerund** is the -ing form of a verb used as a noun.
ex. *reading* - My son likes reading.

An **infinitive** consists of to + the simple form of a verb.
ex. My sons likes to read.

There are many rules regarding the use of gerunds and infinitives. In this exercise the focus is on verbs such as like which can be followed by either gerunds or infinitives. Other common verbs in this category are: begin, start, continue, hate, can't stand, intend and try. Some or all of these verbs can be practiced once the students practice with "like".

a. Have students develop lists of:

* Things my child likes to do.

* Things I like to do.

b. Using these lists, have students practice making sentences using the *like* + *gerund* and *like* + *infinitive* forms.

ex.

I like to sew.	I like sewing.
My daughter likes to swim.	My daughter likes swimming.

3. Adverbs of frequency:

a. List several activities on the board; for example:

go downtown
drive to school
watch T.V.
walk my children to the bus stop
buy food for the family

Using the list of activities, practice adverbs of frequency (always, usually, often, sometimes, seldom, never). If these are new to students, start with "always", "sometimes" and "never". If students are familiar with those three, add others.

This chart (for teachers) may be of help:

always	usually	often	sometimes	seldom	rarely	never
100%	99-90%	90-75%	75-25%	25-10%	10-1%	0%

(Credit: Azar, Betty Basic English Grammar; Prentice-Hall: New York, pg. 54)

b. With this chart in mind, ask students to choose an adverb of frequency that describes how often they do the activities listed on the board. Or have students practice asking each other "how often" questions.

ex. Q: "How often do you drive to school?"
A: "I sometimes drive to school."

c. Draw the following grid on the board using the activities listed in 3a. As a class, complete the grid by writing students' names in the appropriate column.

Activity	ALWAYS	USUALLY	SOMETIMES	SELDOM	NEVER
drive to school					
go down-town					
watch TV					
buy food					

d. Follow-up with questions. Ask 3-4 questions about the information on the grid. Then ask students to ask questions of each other - either as a whole group or in pairs.

ex. 1. Who always drives to school?

2. Who sometimes watches T.V.?

3. Who never goes downtown?

4. **Making suggestions:**

From the story: *"Maybe you could ask him to practice his reading and writing more at home."*

a. Talk about making suggestions (or giving advice) and what that means.

- Expand on Mr. Tan's suggestions in the story and think of other suggestions you might give Mrs. Kim about David's reading and writing.
- As a class, brainstorm a list of suggestions using the "Maybe you (she) could..." sentence pattern.

b. Write the following situations on the board and have the students practice making suggestions in pairs:

On the board:

Farmchiam wants to work in a daycare, but she doesn't know how to find a job.

Students:

Maybe she could . . .

On the board:

Pablo and Luisa need to find a new place to live, but don't know where to look.

Students:

Maybe they could . . .

c. **OR:** Expand on 4b. and make situation cards. In pairs, ask students to practice making suggestions regarding the situation described in their card. Have the pairs share their suggestions with the class and ask the other students to add other suggestions they may have.

Suggested Activities:

1. In pairs, role play the part of teacher and parent. Begin by practicing the following conversation:

Parent	Teacher
Hello, my name is _____.	I am _____'s teacher.
I am _____'s mother.	Nice to meet you.
Are you my child's teacher?	Yes.
How is my child doing in your class?	She is doing well. She is always late.
What is my child learning?	We are studying math, reading and spelling.

   Have pairs complete the role play, reverse roles and perform for the group.

2. Brainstorm questions that the students would like to ask their child's teacher. Let students practice asking their questions with you as the teacher. Collect questions and distribute a complete list to students next lesson. Read and discuss.

3. Invite a teacher to class to discuss a parent-teacher conference or take a field trip to a nearby school, tour the building and meet with a teacher.

4. List the grades and ages found in elementary school, middle school or junior high, and high school. Discuss each one.

5. Brainstorm problems children have in school.

6. Brainstorm problems parents have with schools.

7. Discuss making a complaint to a teacher or school if you have a problem. Role play making a complaint about a problem (i.e. no interpreters in school).

UNDERSTANDING AMERICAN SCHOOLS

Supporting Your Children in School

Warm Up Activities:

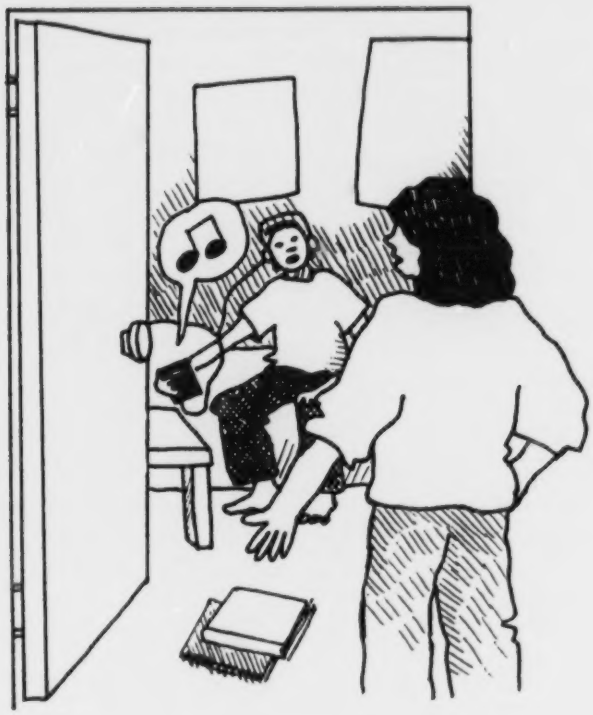
1. Have students complete a simple form:

> 1. Name of child _____
> 2. School _____
> 3. Age _____
> 4. Grade _____
> 5. Name of teacher _____
> 6. Phone number of school _____
> 7. Bus number _____

In pairs, have students ask each other the questions on the forms.

2. Have students brainstorm what their children learn in school.

- Assign students one subject each.
- Have them tally (by going around and asking) how many students' children study that subject.
- Or, have them tally how many children are in the first grade, second grade, etc.



Story:

A mother came home from shopping at 3:15 pm. When she came into the house she could hear the radio playing loudly in her son's room. His jacket and his school bag were on the floor in the kitchen. The mother went to her son's room.

Mother: Why aren't you doing your homework?

Thomas: It's not a big deal! I can do it later at school. I'm trying to listen to the radio.

Mother: Your grades at school are getting bad. You should study more.

Thomas: Why? Nobody else has to!

Comprehension Check:	1.	What time does the mother come home?
	2.	What did she hear?
	3.	What was on the floor of the kitchen?
	4.	What was Thomas doing?
	5.	What did the mother ask Thomas?
Feelings:	1.	How does the mother feel about Thomas' grades at school?
	2.	How does Thomas feel about doing his homework?
	3.	How do you think the mother feels when her son won't listen to her?
	4.	What things about your children's school make you worried?
	5.	What other things make you worried?
Personalize:	1.	Do your children have homework? How often?
	2.	Do you help your children with homework?
	3.	What do your children tell you about school?
	4.	Do you ever meet with your child's teacher?
Cultural Comparison:	1.	What things are different about the schools in the U.S. and the schools in your country?
	2.	In your country, what do children learn in school?
	3.	In your country, do parents meet with the teacher?
	4.	In your country, do children have homework?
	5.	Do parents help them with homework?
Opinions/ Solutions	1.	What would you do if you were the mother in this story?
	2.	Why is it important to know about your child's school and teacher?
	3.	How can you help your children in school?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

SHOPPING	SCHOOL BAG	PLAY
HOMEWORK	BIG DEAL	RADIO
JACKET	LISTEN	GRADES

a. Design a Word Search puzzle using the vocabulary words. When the students have completed the puzzle, go over it together and practice making sentences with the words as they are found.

ex.	W	S	H	O	P	P	I	N	G	**homework**
	V	C	R	X	L	B	I	H	R	**big deal**
	Q	H	R	W	A	I	P	O	A	**school bag**
	T	O	A	E	Y	G	B	M	D	**jacket**
	G	O	D	N	O	D	W	E	E	**shopping**
	B	L	I	S	T	E	N	W	S	**listen**
	U	B	O	G	D	A	L	O	T	**grades**
	N	A	V	N	X	L	K	R	Z	**radio**
	Y	H	G	T	R	O	P	K	W	**play**
	B	J	A	C	K	E	T	J	B	

b. Make a cloze exercise of the story leaving the vocabulary words out and have students fill in the blanks.

2. The phrase "HAS/HAVE TO":

a. Ask students: "What do you have to do today? (everyday)" Write responses on the board. In pairs, have students practice asking each other what they have to do and responding with something already on the board.

b. Have the students pretend they can not come to class. They call in and say:

"I can't come to class today because I have to _____."

Elicit responses from students. For example:

. . . because I have to: ... go to the clinic.
... pick up my sister at the airport.
... take care of my sick son.

After students have practiced with "have to", introduce "need to". These expressions are interchangeable.

c. Have students pretend their child can not go to school today. Divide students into pairs - one parent and one school secretary. The parent must call the school and tell the secretary why her child can not come to school today and what grade the child is in (practice for the phrase "has/have to").

3. Prepositions:

From the story: *"When she came into the house she could hear the radio playing loudly in her son's room."*

"His jacket and his school bag were on the floor in the kitchen."

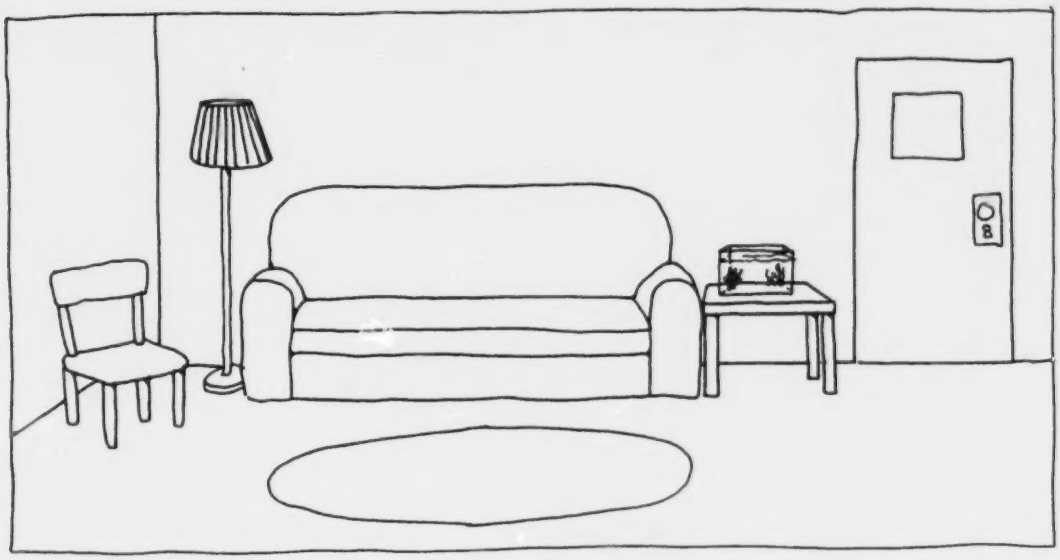
a. Write the prepositions *on, in, over, under, behind, in front of, next to, inside, outside* on the board. Use a box and any smaller object (i.e. a pencil) and demonstrate the meanings of the prepositions by placing the object in the box, behind the box, next to the box, etc.

Then have the students respond to directions which use the listed prepositions.

ex. Stand in front of your chair.
Thanh, stand next to Maria.
Hold your pencil over your paper.

b. Give students a handout of a room similar to the one below. Using the prepositions listed on the board, tell the students to draw certain objects at specific places in the room.

ex. Draw a book on the seat of the chair.
Draw a cat under the table.
Draw a fish in the fishtank.



4. **Ordinal numbers (1 - 12):**

a. Make two sets of flashcards: one numbered 1 - 12 and the other with ordinal words (first, second, third, etc.). Ask students to match numbers to ordinals.

Have twelve students line-up in order, holding their cards and saying the number and ordinal.

b. Use ordinals for alphabet review.

"A" is the first letter of the alphabet.
"B" is the second letter of the alphabet.

c. Have three sets of cards (numbers, ordinal words, and ordinal endings -th, -nd, -st, and -rd) spread out on the table. Have students take turns matching a number with the correct ending and ordinal word.

Suggested Activities:

1. Take a field trip to a nearby school and arrange for a tour of the building and a meeting with the principal.

2. Talk about ways you can help your children with their homework (i.e. ask an older sister or brother, friend, neighbor, etc.). Invite someone from an after-school tutoring program to come speak to class. Develop a resource list of tutoring services in your city and distribute to students.

3. Call the public library and ask if they have a homework tutoring program. If so, arrange for a tour of the library and an introduction to the program.

4. Invite someone from a nearby school district to come and speak about parent involvement in schools. In the discussion following, encourage students to list ways they can help their children in school.

5. Ask students to bring in notes or notices from their child's school and read them together in class.

   - Why are notes sent home? Do you read them?
   - Who reads them?
   - Do you need help translating the notes?

   (See also: School Notes lesson)

6. As a class or in small groups, complete the conversation between the mother and Thomas. Begin with prompting the students and discussing the question, "What do you think will happen next?"

7. Have students each make an index card with the information discussed in the Warm Up (you may need a phone book for this or a list of the public schools). Encourage students to help each other with this information and to keep the card in a visible place at home.

Child's name:
School:
School address:
School phone:
Grade:
Teacher's name:
Bus number:

8. Have students make an after school plan for their children that includes doing homework.

9. Have a refugee or immigrant parent come talk to class about ways they have helped their children in school.

UNDERSTANDING AMERICAN SCHOOLS

Notes from School

Warm Up Activities:

1. Discuss the following questions:

   - Do your children bring home notes from school?
   - How many notes a week do they usually bring home?
   - Do you read the notes? Does someone help you?
   - Are the notes in your language? What do you do if they are not in your language?

   OR: Expand on this list of questions and give each student an index card with a question written on it. Prepare a handout with the students' names and room after each name to record responses. Have the students circulate and ask their question to classmates (emphasize that the answers should be short).

   When everyone is finished, have the students take turns reporting their answers to class. Record the information on the board. At this time, the student reporting the information may ask the other students to expand on their answers or ask related questions (the reason for keeping answers short the first time).

2. Brainstorm for a list of reasons why children bring home notes.

   ex.
   class fieldtrip
   permission slips
   early dismissal
   parent-teacher conferences
   school fundraising
   homework
   report cards
   meetings

3. Use actual notes from a nearby school (or the attached example) and practice reading strategies. Give students copies of the note and have them look for important information which is either emboldened, capitalized or underlined. Practice scanning skills by asking questions about specific information in the text. After discussing how to identify important information, have students ask each other questions using the text.

What's Happening at School

Important Dates to Remember

Jan. 8, 7 - 9 p.m.

PTSA Meeting
Discussion of the budget and fundraising activities.

Jan 13, 6:30 p.m.

Talent Show Committee
The last meeting before the talent show.

Jan. 15, 7 - 9 p.m.

All-School Talent Show
Come with family and friends. Students will perform for us:
Singing, dancing, playing musical instruments, drama and gymnastics!
An evening you won't want to miss!

Enrollment deadlines: Enrollment in **elementary school** is FEB. 3 - 28. Parents of siblings who will be in **kindergarten** next year must enroll at a PIC during this time period. Enrollment in **middle school** is MARCH 2 - 31. All families with children CONTINUING to be enrolled at this school next year should recieve a CONTINUATION LETTER by February 7. IF YOU DO NOT RECIEVE ONE, CALL SCHOOL.

Feb. 3

Early Dismissal Day
School will end at 1:10.

Story:

Brrringgg . . . the phone rings

Dang: Hello?

Jean: Hello is this Dang Trang?

Dang: Yes. Speaking.

Jean: This is Jean at Stevens School. Your daughter, Mai, is waiting to be picked up.

Dang: Why? It's only 1:30. I usually pick her up at 3:20.

Jean: No, today is early dismissal because of teacher workshops. We sent home 2 notes this week. Didn't you read them?

Dang: I don't know what you mean? What is "early dismissal"?

Jean: It means the kids finish school at 1:10. Can you come now?

Dang: Yes. I can be there in 15 minutes.

Comprehension Check:

1. Who is calling Dang?
2. Where is Mai? What is she doing?
3. When does Dang usually pick up Mai?
4. What time is it now?
5. Why is Mai waiting to be picked up?
6. Why is there early dismissal today?

Feelings:

1. How do you think Mai felt?
2. How did Dang feel when Jean called?
3. Have you ever been in the same situation as Dang? How did you feel? What did you do?

Personalize:

1. Do your children bring home notes from school?
2. How many? Are they in English or your language?
3. Do you read them?
4. How do you feel if you don't understand them?
5. Do you write notes to school? How do you communicate with your child's school?

Cultural Comparison:

1. In your country, do schools send notes home with the children?
2. How do schools communicate with parents?
3. Is it easier to communicate with schools in your country?
4. Would this happen in your country?

Opinions/ Solutions:

1. Is it important to understand notes from your child's school?
2. If you don't understand school notes what can you do?
3. Who can help you?
4. Do you think schools should send home notes in other languages?
5. Does an interpreter work at your child's school? If so, what days? If you don't know, how can you find out?

ESL Exercises:

1. **Vocabulary**:

Practice the following words:

PICK UP	EARLY DISMISSALS	WAITING
FINISH	TEACHER WORKSHOPS	

2. **"Didn't you" with questions:**

From the story: *We sent home 2 notes. Didn't you read them?*

Two notes to teachers:

1) In this kind of question, the contraction form is almost always used. In everyday speech, we rarely say:

"Did you not read the note?" *Instead we say . . .*

"Didn't you read the note?"

2) This kind of negative question indicates the speaker's idea.

"We sent home two notes this week. Didn't you read them?"

The speaker thinks the mother did not read them because, if she had read them, she would have picked up her daughter on time.

a. Give other examples to establish meaning and use:

A: I haven't seen Mai this afternoon.

B: Didn't you pick her up at 1:30?

A: When I was in the hospital, I didn't eat anything for two days.

B: Didn't you get hungry?

b. On the board, or in a handout, make two lists and have students match.

STATEMENT	QUESTIONS
I haven't seen Mai this afternoon.	Why didn't you wait for me?
We sent home 2 notes this week.	Didn't she get hungry?
I was at the library at 2:00.	Didn't he give you the note?
She didn't eat for 2 days in the hospital.	Didn't you pick her up at at 1:10?
I sent a note with my son.	Didn't you read them?

3. Contractions:

a. Make a matching exercise using contractions and their long forms.

I will	didn't
she is	won't
they are	I'll
can not	couldn't
will not	she's
could not	they're
did not	can't

b. Give the students a paragraph to read and ask them to circle all the words that can be changed into contractions.

ex.

Mary did not go to school yesterday because she felt sick. She was so sick she could not eat a thing. Now she is better, but her mother says she can not go outside and play with her friends. Her mother thinks she will get sick again if she goes out in the cold weather too soon.

c. As a class, practice changing the circled words into contractions. Read the paragraph out loud once the changes have been made and work on pronouncing the contracted forms.

OR: As a follow-up, have the students practice listening comprehension by dictating sentences which use contractions and asking the students to write them down.

4. **Practice with "I can":**

From the story: *Can you come now?*
Yes, I can be there in 15 minutes.

a. Give examples:

Maria lives 20 minutes away (20 minutes from here).
She can be here in 20 minutes.

Vong and Muy live 45 minutes away.
They can be here in _____.

b. Ask:

How far do you live from _____?
(class location)

"_____ minutes away."

or "I can be here in _____ minutes."

c. Have students ask each other questions using these sentence structures. Another option is to have students collect information about each other (in pairs).

ex. How far do you live from the library? _____ min.
the grocery store? _____ min.
ESL class? _____ min.
downtown? _____ min.
the clinic? _____ min.
the park? _____ min.

Each person now has a completed form from their interviews. Ask students questions about their partners in which they must answer using the information collected in the pair work.

ex. Can _____ come to the library today?
Yes, she can be there in 20 minutes?

How far does _____ live from downtown?
She can be there in 45 minutes.

Suggested Activities:

1. Ask students to bring in examples of notes from school. As in the exercise suggested in the Warm Up section, practice reading for specific information and important dates.

2. Make a list of the schools that your students' children attend. Ask students if they know the bilingual worker. If not, call around to find out if these schools have bilingual faculty, what languages are spoken, and when they're available to speak with parents. Assemble the information into a resource list and distribute to your students.

   OR: Divide up the list and have each student call one school and ask for the above information. Role play what to say on the phone when they call the school.

3. Draft a class letter to the School Board or individual schools which advocates for bilingual help in public schools. Outline the reasons bilingual staff is necessary for refugee and immigrant parent involvement (i.e. school notes/communication).

4. Invite someone from PTA to speak to class about parent involvement in schools. The day before the speaker, brainstorm with your students a list of questions to ask the speaker.

5. Develop a class newsletter which announces upcoming topics, speakers and field trips, holidays (no school), or other important information related to class. Use the newsletter as a reading exercise for developing skills in understanding school notes.

   Expand on the newsletter to include highlights about different students or things that happened in class. Distributed weekly, this can be an excellent way to review what was covered and give students a chance to practice reading for specific information.

CHAPTER 3: CHANGING FAMILY ROLES IN THE U.S.

When arriving in a new country, people have left many things behind: their country, family members, friends, personal possessions, and support from their community. Initially they arrive feeling relieved to be in a safe place, but soon they have to deal with a lot of other issues. In this new society they have to pay attention to many new things.

The first few months are very busy; families don't have time to think of anything except food, shelter, school, health care, jobs, and of course, learning the language in order to become a part of th new society. When these basic needs are met, they have time to review the past and wonder about their future.

Men in the household have a particularly difficult time adapting. Often, children and women, adapt to new customs faster. Women, from childhood are taught to be patient, to endure, to be flexible, and above all else to care for the family. Men are taught from childhood to be strong, heroic, and courageous. They are given high respect as head of household as one who has authority.

In the United States, family roles change rapidly. Often both the mother and father of a family need to work. When the women work and earn money, they often want to decide how to spend it. Children often understand American ways quicker and often need to translate for their parents. Men feel a loss of authority and respect from the family. Often they resent the American laws and customs believing that they give more power to women and children.

The children learn fast. Because they often advocate and translate for their parents, they feel they have more power and knowledge. This makes it difficult for parents to discipline their children.

Refugee families need to understand that family roles will change in America and work out ways, as a family, to adapt to these changes.

CHANGING FAMILY ROLES IN THE U.S.

Comparing Customs and Traditions About Marriage

Warm Up Activities:

1. Show pictures of wedding ceremonies in different cultures. Ask the students about the pictures.

   - Who are the people in the picture?
   - Who is the bride? Who is the groom?
   - What are they wearing?
   - Does anything in this picture look similar to a wedding ceremony in your culture?

   Follow-up: Using one of the pictures, ask the class to tell a group story about the picture.

2. Ask students to draw pictures of their own wedding ceremonies. Follow the same procedure as you did in the first activity by asking questions about the pictures. Choose one student's picture and ask her to talk about the picture. Write her words on the board. Have the other students copy the story as you write.

Story:

My name is Nigisti. My wedding was in Eritrea. That was in 1969. I'm 35 now. I didn't know anything. My mom cried, everybody cried. I didn't know why because I was young. I didn't go on a honeymoon. After the wedding, I went to my husband's house. My friends, my relatives, my husband's parents; many people came. He brought gold, a lot of clothes and shoes. My parents gave him money. My grandfather was old. He wanted to see my wedding before he died. He was older - about 80.

Comprehension Check:

1. Where was Nigisti's wedding?
2. When did she get married?
3. Who came to the wedding?
4. What did her husband bring?
5. What did her parents give her husband?
6. How old was her grandfather?

Feelings:

1. How did Nigisti feel on her wedding day?
2. Why did everyone cry?
3. How did her mother feel?
4. Do you think her grandfather was happy?

Personalize:

1. How old were you when you got married?
2. How did you feel?
3. Was your family happy?
4. Were your grandparents at your wedding?
5. Did you go on a honeymoon?

Cultural Comparison:

1. Describe a wedding ceremony in your country.
2. Have the traditions changed in America? How?
3. What are reasons for getting married in your country?
4. What makes a marriage official in your country?
5. Are there arranged marriages in your country?
6. Is there a dowry or bride price?

Opinions/ Solutions:

1. Do you think parents should arrange marriages for their children?
2. What age do you think women should get married in your country and in America?
3. What age do you think men should get married in your country and in America?
4. What qualities are important in a marriage?
5. Do you think love is important to a marriage?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

WEDDING	HONEYMOON	CRIED
RELATIVES	GRANDFATHER	GOLD

2. **Practice with "want to":**

From the story: *My grandfather was old. He wanted to see my wedding before he died.*

- Discuss the meaning with students.
- Ask them about their grandparents and parents.
- Ask them what their grandparents and parents wanted to do or see before they died. Encourage students to use past tense.
- Be prepared to introduce the use of present tense, "want to".

  ex. My mother wants to see my wedding before she dies. (She is still alive.)

3. **Practice with "a lot of":**

For teachers: The expression "a lot of" can be used with both count and noncount nouns. (Azar, 1981, pp. 47-48). Have students practice the phrase with both. Count nouns must be put in plural form when used with a lot of.

ex. She gave me a lot of money. (noncount)

She gave me a lot of books. (count)

a. Write practice sentences using vocabulary from the story on the board. Have students complete the sentences using a lot of and the correct form of the noun in parentheses.

ex. (money) My parents gave my husband _____.

Answer: My parents gave my husband a lot of money.

1. (shoe) My husband brought _____.
2. (person) There were _____ at my wedding.
3. (gold) He also brought _____.
4. (wedding) Have you been to _____.
5. (friend) _____ _____ came to my wedding.

b. Distribute cards with nouns written on them. Have students make sentences using the noun on the card and the phrase, "a lot of".

ex.	(noncount nouns)	homework	time
		housework	jewelry
		rain	fun
	(count nouns)	book	flower
		word	cup
		box	child

4. **Sentences with Indirect Objects:**

a. Write the following three sentences on the board:

1. My parents gave him money.
2. My parents gave money to him.
3. ~~My parents gave to him money.~~

Cross out sentence #3. Explain that the first two sentences are OK in English, but the third is not.

b. Give two more sets of examples using the verb, "to give". Have students decide which sentence is incorrect.

1. She gave him a book.
2. She gave to him a book.
3. She gave a book to him.

1. They always give to me flowers.
2. They always give flowers to me.
3. They always give me flowers.

c. Review the meanings of the following verbs: send, lend, teach, tell. (These verbs act similarly to the verb, "to give".)

Distribute a work sheet with sets of statements for each verb (follow the examples in 3b.). Have students work in pairs and cross out the one sentence that is incorrect in English.

d. On index cards, write one of the verbs practiced above (give, send, lend, teach, tell), a noun, and an object pronoun (me, you, him, her, it, us, them). In pairs, have students make two correct sentences using those words.

ex. **index card** **sentences**

give
books
me

1. They always give me books.
2. They always give books to me.

Suggested Activities:

1. Make grids to tally student opinions from questions 2 and 3 in **Opinions/Solutions**. Expand on the questions by asking students:

   "When is it OK for girls to start dating?"

   "When is it OK for boys to start dating?"

   Make two grids: "In your country" and "In the U.S."

What do you think?

"In your country"

Dating (girls)	Dating (boys)
13-15	13-15
16, 17	16, 17
18-21	18/21
Marriage (women)	**Marriage (men)**
18, 19	18, 19
20-22	20-22
23 +	23 +

2. Ask students to bring pictures from their wedding or a relative's wedding and describe the picture to class. Encourage students to use a lot of descriptive adjectives and keep a list on the board of the adjectives they use.

   Follow-up: Write each adjective on a slip of paper and have the students draw from a hat. Ask the students to find something in the room that can be described with the adjective they drew.

3. Have students write journal entries about their wedding day:

- How old were you?
- Who chose your husband?
- How did you feel?
- Describe the ceremony.

4. Ask students to do a cross-generational comparison of their mother's wedding, their own wedding, and what they expect for their child's wedding. Using the questions in Suggested Activity #3, hand out a chart similar to the one below and ask students to fill in the information. When everyone is finished, have students discuss their charts in pairs or as a class.

	How old?	Who chose?	Feelings?	Ceremony?
My mother				
Me				
My son or daughter				

CHANGING FAMILY ROLES IN THE U.S.

Family Violence

Warm Up Activities:

1. Show two pictures: one of a family during "happy" times - at a park, sitting down to a meal; the other, of a family during a difficult moment - kids screaming, sad woman; angry, screaming husband.

   Using one picture at a time, discuss the following questions:

   - What do you see in the picture? How many people are there? Where are they?
   - What is happening in the picture?
   - How do the people feel? Are they happy?
   - Have you ever felt like this?
   - What do you think will happen?
   - Would this happen in your country? How would it be different?
   - What do you think the family should do?

   See Attached Example

2. On the board or a handout, write the following list of family responsibilities twice - one for roles and responsibilities in students' native countries and one for roles and responsibilities since coming to the U.S. Ask students to write down which family member assumed or assumes household responsibilities in each case. For example:

IN MY COUNTRY

budget the money/pay the bills _____

buy and cook the food _____

work outside the home _____

give advice to children _____

bring children to the doctor _____

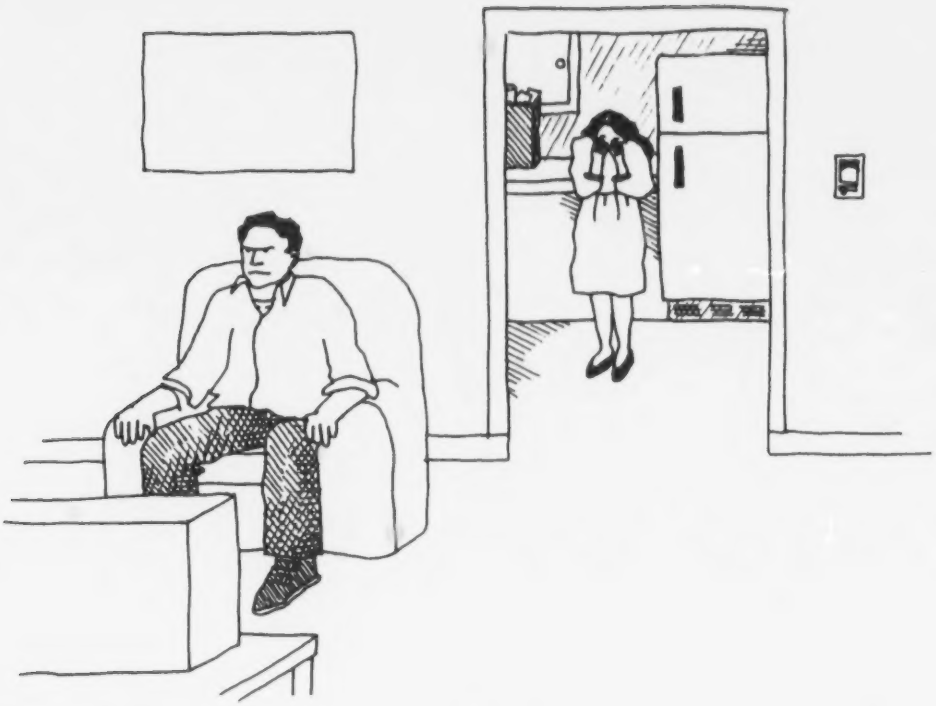
discipline the children _____

Discussion questions:

1. How are household responsibilities different for women and men in your country and in the U.S.?

2. When refugee and immigrant families come to the U.S. they experience many new changes. What changes in the traditional roles of family members occur when people from your country come to the U.S.?

3. What are the good and bad things about these changes in family roles and responsibilities?



Story:

The husband sat in the living room and watched T.V. It was about 6:00 PM. The wife came home from work. She had two bags of groceries in her hands. The husband looked at her angrily.

Husband: Where have you been? I'm hungry!

Wife: I stopped at the store to buy some groceries. Did you cook the rice for me yet?

Husband: No, I'm tired; I had a hard day at work.

Wife: OK, I'll cook dinner now. It should be ready in half an hour.

Husband: Hurry up, I'm very hungry.

While the wife was cooking dinner in the kitchen, the baby was crying in her crib. The husband was very angry. He started to yell and scream at the wife. He pushed her against the wall. The husband went back to watch T.V. The wife was in the kitchen. She started to cry.

Comprehension Check:	1.	What was the husband doing when the wife came home?
	2.	Where did she go after work?
	3.	Did the husband cook rice for dinner?
	4.	What happened while the wife was cooking dinner?
	5.	What did the husband do?
Feelings:	1.	How did the husband feel when the wife came home? Why?
	2.	How did the wife feel when she came home?
	3.	Why did the husband get angry?
	4.	Why did the wife cry?
Personalize:	1.	Have you heard stories like this before?
	2.	Has this happened to anybody you know?
	3.	How did you feel?
	4.	What did you do?
Cultural Comparison:	1.	Does this happen in your country?
	2.	How are family problems handled in your country?
	3.	What do women do when this happens in your country?
	4.	In the U.S., what do women do when this happens?
Opinions/ Solutions:	1.	What would you do if you were the wife in the story?
	2.	What can the wife do?
	3.	Do you think the husband should help her with the cooking?
	4.	Was the husband wrong?
	5.	Should she tell anyone? Who?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

CRIB	GROCERIES	YELLING/SCREAMING
WIPED	YET	AGAINST
DOMESTIC VIOLENCE		

Using the list of vocabulary words from the warm-up and/or from the story, give students a chance to practice matching the word to its definition and to a sentence that uses that word.

- Use three different colors of paper - one for the vocabulary word, another for its definition, a third for a sentence using that word.
- Get definitions and sentences verbally from the students and write them down on the separate pieces of paper.
- Pass out the completed slips of paper to each student (they may receive more than one).
- Have students find their matches. The person with the vocabulary word card must collect the definition and sentence cards from other students. There should be a lot of movement and discussion as students ask questions of each other and help read each other's cards.
- Follow-up with students seated. A student with a vocabulary card reads her word and asks other students for the definition. Once a correct definition is given, have students come up with another sentence using that word.

2. **Compound sentences using "while":**

a. Using sentences from the story, write the following on the board:

While the wife was cooking dinner,	the wife was crying kitchen.
While the husband was watching T.V.,	the baby was crying in her crib.
While the wife was buying groceries,	the husband was watching T.V.

b. Make matches together as a group. It's OK to let students know or have them discover that there may be more than one possibility in this example.

ex. While the wife was cooking dinner, the husband was watching T.V.

While the wife was coooking dinner, the baby was crying in her crib.

If students say: While the wife was cooking dinner, the wife was crying in the kitchen."

show them that they do not need to repeat the phrase "the wife".

ex. While the wife was cooking dinner, ~~the wife~~ she was crying in the kitchen.

3. **"While" clauses using simple present:**

a. Ask questions of students using "while" and write both parts of the sentences on the board.

ex.

Q: What does your husband do while you cook dinner?

A: While I cook dinner, my husband_____.

(to other students)
Q: What does her husband do while she cooks dinner?

A: While she cooks dinner, her husband _____.

ex.

Q: While you are at school, what does your husband do?

A: While I'm at school, my husband _____.

(to other students)
Q: What does her husband do while she is at school?

A: While she is at school, her husband _____.

In pairs, have students ask each other two more questions using this construction. Have students write the questions and answers. Share Q and A with class orally. These can be saved to make sentence halves for matching (see also Neighborhood Crime lesson).

4. **"Start to":**

From the story: *"He (the husband) started to yell and scream at the wife." and "She started to cry."*

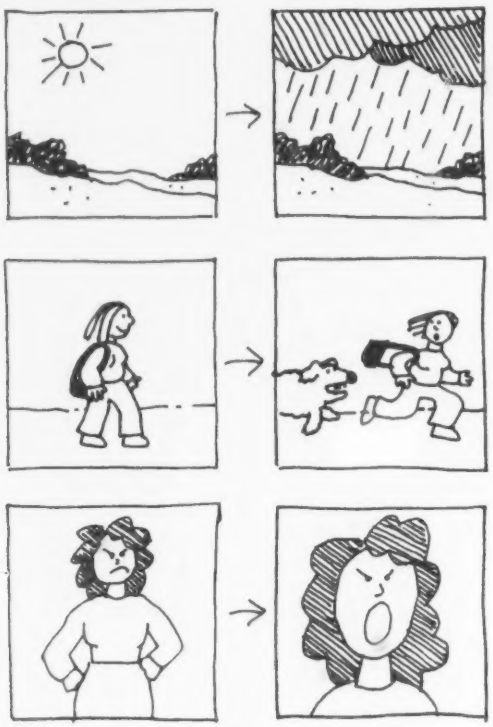
Give examples through pantomime, picture pairs or by instructing students to do something using the phrase "start to".

ex. Pantomime:

Start to:
- cry
- yell
- laugh
- eat
- cook rice
- walk to the door

ex. Picture pairs:

Have picture pairs ready. One picture would show something or someone. The second picture would demonstrate what "started to" happen.



For teachers: There are many reasons why we use the infinitive form - "start to". Given the sentences in the story, focus on the idea of initiation of an action that lasts for an unspecified amount of time. In the story, we don't know whether or not the husband continued yelling or screaming as the night went on. Nor do we know how long the wife cried. Compare that idea to these sentences:

He yelled and screamed.
She cried.

Both sentences using the simple past suggest completion. The infinitive "begin to" works the same way as "start to" in these examples. Students could practice either.

Suggested Activities:

1. On the board, write the words domestic and violence. Discuss their meanings separately and together:

   DOMESTIC - in the home

   VIOLENCE - when someone hurts another person

   DOMESTIC VIOLENCE - hurting somebody else in the home (spouse, partner, parent, children, sibling)

   - hurting someone can include physical, sexual, and emotional/psychological violence

2. Invite a speaker from the police department, a shelter, the courts, children's services or a domestic violence agency to discuss the laws related to family violence and services available to victims of domestic violence. Invite a community leader to talk about preventing domestic violence in the ethnic communities.

3. Ask someone from the Protection Order department at the city courthouse to come to class and discuss:

   - What is a protection order?
   - Who can get a protection order?
   - How do you get one?
   - How does it work?

4. Brainstorm ways to handle a family violence problem. Circle the ones that are most useful in the United States.

5. Role play calling 911 to report a problem.

6. Ask students to meet a neighbor and exchange phone numbers in case of an emergency.

CHANGING FAMILY ROLES IN THE U.S.

Family Planning

Warm Up Activities:

1. Discuss the following questions:
   - How many children were there in your family?
   - Was your family big?
   - Compare this to your family today.

2. Brainstorm reasons your family is smaller than your parents.

3. Draw a grid on the board or newsprint. Using the following questions, fill in the grid with students' answers:
   - How many children do you have?
   - How old are they?
   - How old were you when you had your first child?
   - Do you want to have more children?

Name	How many children?	How old?	How old when you had first child?	More children?

Story:

Dee is working in the kitchen. Her three children are playing outside. They are 2 years old, 4 years old and 5 1/2 years old. Dee feels very nervous as she prepares dinner. Yesterday she went to the clinic to see the gynecologist.

This is the third month that she has missed her menstrual period. At the clinic, the nurse told her that she is pregnant. At first she felt excited, but now she is worried. What will her husband say?

Comprehension Check:

1. What is Dee doing?
2. Where did she go yesterday? Why?
3. When did she have her last menstrual period?
4. What did the nurse tell her at the clinic?
5. Has she told her husband yet?

Feelings:

1. How did Dee feel when she first found out she is pregnant?
2. How does she feel now? Why?
3. Will her husband be happy?

Personalize:

1. How did you find out you were pregnant?
2. Where were you? How did you feel?
3. Who did you tell first when you knew you were pregnant?
4. Have you ever felt like Dee when you were pregnant?
5. Was it hard to tell your husband? Was he happy?

Cultural Comparison:

1. In your country, do you go to the doctor when you're pregnant?
2. Who helps you? (mother, mother-in-law, midwife)
3. How do women in your country take care of themselves when they are pregnant?
4. What makes them happy?
5. What makes them worried?
6. What are the good and bad things about large and small families? Is it different in your country and the U.S.?

Opinions/ Solutions

1. Do you want a large family or a small family?
2. What can a man and a woman do to plan the size of their family?
3. Where can they go for information?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

NERVOUS	MENSTRUAL PERIOD	CLINIC
EXCITED	GYNECOLOGIST	NURSE
WORRIED	FIND OUT	PREGNANT

a. Write the vocabulary in one column and the definitions in another (either on a handout or on the board). Connect the vocabulary and definitions by drawing a line. This can be done as class, in pairs or individually.

ex.

nervous	- a monthly flow of blood from a woman
clinic	- to learn something that you didn't know before
menstrual period	- a building or part of a hospital; you go here to see a doctor
nurse	- a doctor who knows about women's bodies and having babies
pregnant	- to be worried about something that might happen in the future
excited	- a person who knows how to take care of sick people; a person who works in a clinic or hospital and helps doctors
gynecologist	- to have strong, happy feelings; not calm
find out	- to have a baby inside your body

b. Make word and definition cards (using the above definitions). Give each student a card and tell them to find their vocabulary partner.

2. **Simple Past:**

a. As a class, circle the simple present and past tense verbs in the story using "yesterday" and "today" to help distinguish. Pull these verbs out of the story and work on changing the present verbs to past and the past verbs to present.

b. Practice completing sentences which use both present and past tense verbs in the story.

ex.

Dee *feels* nervous. Yesterday she _____ happy.

She *tells* her children to come inside. At the clinic, the nurse _____ her that she is pregnant.

3. **Past tense of "to be":**

a. Give examples of present tense uses of "to be" and compare to the past tense.

ex. Dee's children are 1 year old, 4 years old, and 5 1/2 years old.

Last year, Dee's children were 2 months old, 3 years old, and 4 1/2 years old.

This is the third month that she has missed her menstrual period.

Last month was the second month that she had missed her menstrual period.

<u>Easier examples</u>:

I <u>am</u> here today.

I <u>was</u> here today.

<u>Practice all forms</u>:

I was	we were
You were	you were
she was	they were
he was	
it was	

b. Practice past tense of "to be" with adjectives.

- Brainstorm: What do you remember about being pregnant?

  ex: I was sick?

- Make a list of adjectives:

happy	cold
hungry	tired
heavy	excited
fat	worried
sick	angry

- Write students' names by each adjective as they respond. Encourage students to use the "I was _____." sentence structure.

- When the information is recorded, practice making sentences.

  "Tuoi was sick."

  "Asefash, Lai and Asha were excited."

4. **Present Progressive Tense:**

From the story: *Dee is working in the kitchen.*

Her three children are playing outside.

a. Explain to the students that these sentences describe an action that is currently in progress; it's happening right now.

- Demonstrate through role playing what is meant by this. As you role play certain actions, describe the action using present progressive tense.

ex.	(walk around the room)	"I am walking."
	(write on the board)	"I am writing."
	(read a book)	"I am reading."

b. Play charades using the present progressive tense.

- Have several slips of paper ready with gerunds written on them (singing, typing, brushing your teeth, sleeping, etc.).
- Ask students to come up one at a time, choose a slip of paper, and role play (only actions, no words!) the gerund they selected.
- Tell the class to guess what the student is doing by making a sentence using the present progressive. If you also want to practice "They are + present progressive", have two students role play the same action.
- After each turn, write the new sentence on the board.

Suggested Activities:

1. Discuss going to see a gynecologist:

   Vocabulary:

   expecting a baby
   OB/GYN
   vagina
   cervix
   pap smear
   cervical cancer
   uterus
   ovary
   pelvic exam
   birth control

   - How often should you see a gynecologist?
   - Why is it important to have a pelvic exam and pap smear?
   - What questions do you ask a gynecologist when you go for an exam?
   - In Seattle, where can you go for an OB/GYN exam that is low-cost or free?

   (Prepare a resource list of women's health services and family planning clinics for your students.)

2. Role play: Complete the story where Dee tells her husband that she is pregnant and have students develop what different reactions he may have.

   Have students share stories about telling their husbands they were expecting a baby.

3. Invite a nurse or health care worker to class to discuss issues of women's health (pelvic exams, pre-natal care, family planning). Prepare discussion questions as follow-up to the speaker and have students divide into groups.

   OR: Ask the students to tell the class one new or interesting thing they learned from the presentation. Write all the responses on the board.

4. Body Parts

Practice labelling body parts on a diagram (either individual handouts or a large poster). For the large diagram, try writing the names of body parts on post-it notes and have students take turns labelling the diagram with the notes.

5. Discuss different cultural traditions related to new born babies. Ask students to write stories about the celebrations and customs that take place when a baby is born in their country.

   OR: Have one student tell a story while you record her words on the board. Ask the other students to help the storyteller by asking questions related to the story.

CHAPTER 4: TAKING CARE OF YOURSELF

Traditionally refugee and immigrant women, in particular, have focused on taking care of their families and on following the direction of either their parents or their husband. Most refugee and immigrant parents are more concerned with the future of their children than with their own future. When they come to the United States, they can be quickly overwhelmed by all of the new stresses. Many newcomer parents suffer from depression and feel inadequate to meet the demands of life in America. They feel they can never learn English, learn the new customs, discipline their children, or get their children to respect their native culture. They worry about the future of their children but feel helpless to control it.

Encouraging newcomer parents to take care of themselves in small ways is important. It is also important for them to see the things that they do well and how they are valuable to their families, their class, and their communities. This is a new concept for many refugee and immigrant parents but an important one in adjusting to life in the United States.

TAKING CARE OF YOURSELF

Coping with Depression

Warm Up Activities:

1. Draw pictures of a happy memory and a sad memory from your life and share them with your students.

   Ask the students to draw pictures of a happy memory and a sad memory and describe them to class.

2. Brainstorm: **When I feel happy, I:**

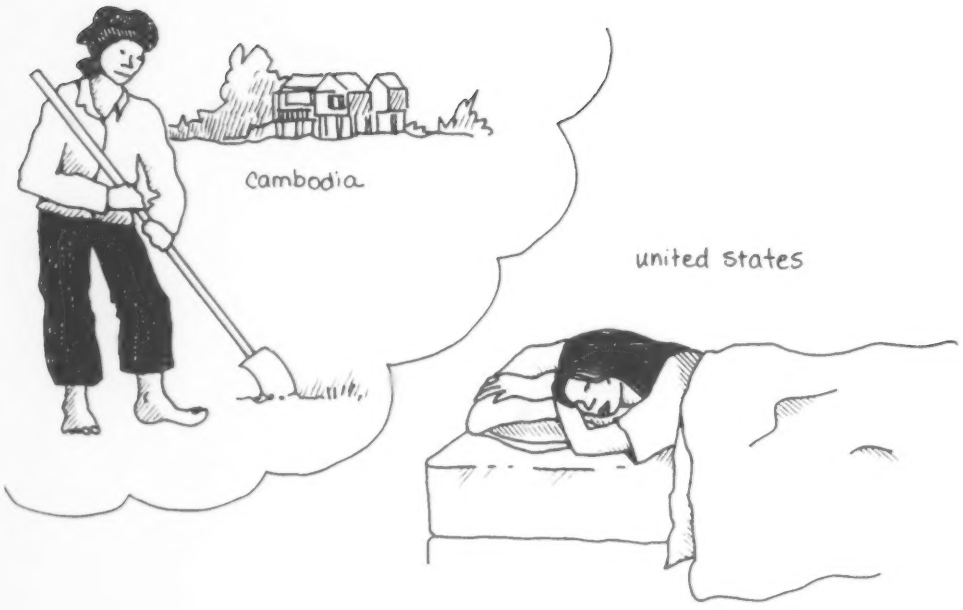
   When I feel sad, I:

3. Conduct the following *Self Care Quiz* with your class. Ask students to write *everyday, never* or *sometimes* next to each question.

   Do you:

   - Eat healthy foods? _____
   - Exercise? _____
   - Get enough sleep? _____
   - Buy or make things for yourself? _____
   - Cook things you like to eat? _____
   - Listen to music? _____
   - Talk with friends? _____
   - Go to the doctor when you're sick? _____
   - Do fun things with your family? _____
   - Meditate? _____

   Talk about other things students do to take care of themselves and why it's important.



Story:

My name is Chantou. I am from Cambodia. Before I came to the United States, I had a lot of energy and felt strong. Now I always feel tired. I have terrible headaches. My stomach hurts. I went to the doctor, but the medicine didn't help.

I try to go to English class, but sometimes I can't get out of bed in the morning. When I go to school, I can't concentrate because I feel dizzy. I don't know why I feel like this. The doctor says this is called "depression".

Comprehension Check:

1. Where is Chantou from?
2. What did the doctor give her?
3. Did it help?
4. Does Chantou always go to English class?
5. What problem does Chantou have in English class?

Feelings:

1. How did Chantou feel before she came to the U.S.?
2. How does she feel now?
3. Why can't Chantou concentrate in class?
4. Why do you think Chantou feels this way?

Personalize:

1. Do you ever get bad headaches?
2. What do you do when this happens?
3. Do you have trouble concentrating in school? Why?
4. Have you ever felt like Chantou?

Cultural Comparison:

1. What do people do for headaches in your country?
2. When people feel sad in your country, what do they do?
3. Do refugees sometimes feel sad or depressed when they come to the U.S.?
4. What do they do when they feel this way?
5. Do people ever feel depressed in your country?
6. What do they do?

Opinions/ Solutions:

1. What do you think Chantou should do?
2. How can her family and friends help?
3. Is it difficult to adjust to a new culture?
4. What will make her feel better?

ESL Exercises:

1. **Vocabulary:**

   Practice the following words:

ENERGY	CONCENTRATE	STRONG
MEDICINE	HEADACHES	DIZZY

2. **Past and Present Tense Review:**

   a. Have students complete the following cloze activity:

   My name _____ Chantou. I _____ from Cambodia. Before I _____ to the United States I _____ a lot of energy and I _____ strong. Now I always _____ tired. I _____ terrible headaches. My stomach _____. I _____ to the doctor, but the medicine didn't _____.

   Higher level students may want to try this without a list of words. Lower level students may need the list.

had	went
felt	feel
help	hurts
is	am
came	have

   b. Discuss why the past tense is used. What words are clues that the past or present is being discussed?

   (Past: Before I came..., Present: always, now)

3. **Sentence Completion:**

- Have students write their own stories using the following outline:

  My name is _____. I am from _____.

  Before I came to the U.S. I _____

  _____.

  Now I always _____

  _____

  _____.

- Have students read their stories to partners; then share with the whole group.

4. **Sentence Ordering:**

Divide students into groups of three or four. Tell each group to select one student-developed story from the exercise above and make sentence strips with it. Have groups exchange sentence strips and put the strips in order. Read aloud. Is the order the same or different from the original order? Does it make sense the way the group ordered it?

5. **Third person singular:**

- Tell Chantou's story using the third person singular.

  ex. "Her name is Chantou. She is from Cambodia."

- Have students tell other student's stories, also using the third person singular. To make it a game, leave out the first sentence (or two!). Students must then guess whose story is being told.

Suggested Activities:

1. Discuss remedies for different ailments. List ailments on the board beginning with those described in the story: (no energy, headache, stomach ache, dizziness). Talk about the different ways people treat these ailments and which they believe work best.

2. Share stories or write journal entries about the feelings and experiences students had when they first came to the U.S.

3. Develop a cultural adjustment continuum.

   - Break up the stages of cultural adjustment into 4 parts (or more if you want): Beginning, 2 years, 5 years, and 10 years.
   - Brainstorm what happens during the different stages.
   - Ask students to come up with a description for each stage.
   - Talk about feelings, what changes occur, what's difficult, etc.
   - Draw a time line on the board with the four stages and the descriptions of each stage written underneath.

Beginning 2 years 5 years 10 years

   - Ask students to place themselves on the continuum and explain why they chose this place.

4. Invite someone from a refugee mental health clinic to speak to class about coping with depression.

5. Explain what "depression" means and discuss the following questions:

- How do you feel when you're depressed?
- How do you know when someone is depressed?
- What can you do to make yourself feel better if you're depressed?

TAKING CARE OF YOURSELF

Raising Self-Esteem

Warm Up Activities:

1. Discuss the meanings of proud, happy, and feel good.

   Discuss the meanings of ashamed, sad, and feel badly.

   Ask students to list things that make them feel proud or happy.

2. Draw a picture of a time when you felt proud or happy and share it with your students.

   Ask the students to draw pictures of a proud moment and describe it to class.

3. Have each student think of 3 things that they do well. For example:

   - I am a good cook.
   - I sew well.
   - I speak two languages.
   - I am a good student.

   Write all of the sentences on the board. Discuss how students are good at many things.

Story:

My name is Meera. I'm very happy that I come to this school. I learn many things. Before, my husband always did the shopping. Now he drives, but I go in the store and buy the food. This makes me happy.

Comprehension Check:	1.	How does Meera feel?
	2.	Who did the shopping before?
	3.	Who drives the car?
	4.	Who buys the food?
Feelings:	1.	How does Meera feel about school?
	2.	How does she feel when she buys the food?
	3.	Why does she feel this way?
	4.	How do you think her husband feels?
Personalize:	1.	What makes you happy?
	2.	What are you proud of?
	3.	How does school make you feel?
	4.	Was shopping difficult when you first came to the U.S.?
Cultural Comparison:	1.	Who does the shopping in your country?
	2.	Do both men and women go to school in your country?
	3.	What things made you feel proud in your country?
	4.	What things make you feel proud in the U.S.?
Opinions/ Solutions:	1.	Is it difficult to learn new things in the U.S.?
	2.	Does it cause problems in the family when the wife learns new things?
	3.	What new things have you learned that you feel good about?
	4.	Why do you feel good when you learn something new?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

BEFORE	SHOPPING	DRIVE
HAPPY	PROUD	

2. **'Yes' and 'No' questions:**

Circle the right answer:

ex.	This is Meera's story.	(Yes)	No
1.	Meera is happy.	Yes	No
2.	Her son always did the shopping.	Yes	No
3.	Now Meera drives to the store.	Yes	No
4.	Now Meera buys the food.	Yes	No
5.	Now Meera is sad.	Yes	No

3. **Practice with second person singular:**

Rewrite the story in the second person singular by asking students to tell the story about Meera.

Begin with: "Her name is Meera. She is very happy . . ."

4. **Sentence strips:**

- Write each sentence on a sentence strip.
- Give strips to students and ask them to put the sentences in the right order. (Students may do this in small groups or as a whole class)
- Variation: Give each student a sentence and have them line up in order of the story.

5. **Practice with the conjunction "but":**

From the story: *Now he drives to the store, but I buy the food.*

Have students brainstorm sentences using this structure:

Now (name of person) (action), but (name of person) (action).

ex. Now my son reads his school notes, but I call his teacher.

Now my husband buys the groceries, but I go to the laundromat.

Now my husband gets books from the library, but I read them to my daughter.

Suggested Activities:

1. Discuss the following questions:

   - What is a compliment?
   - What are some examples of compliments?
   - What compliments do people give you?
   - How do compliments make you feel?

   Go around the circle and have students compliment the person next to them.

2. Write affirmations on slips of paper and put the slips in a bag. Pass the bag around the room and have each student draw a slip. Ask each student to read their affirmation outloud.

   ex. I am respected and loved.

   I am a good friend.

   I am very courageous.

   I am a quick learner.

   I am a good person.

3. Discuss taking care of yourself. List ways to take care of yourself and making yourself feel good.

4. Have a former student come and talk to the class about her success: a job, a car, driver's license, learning English, etc.

5. Discuss ways you can help your children feel good about themselves.

6. Role play giving compliments to your children.

CHAPTER 5: USING COMMUNITY RESOURCES

Traditionally, for most refugees and immigrants, problems are solved by using a family and community network in an informal way. If there is a problem, a family member or elder in the community will step in to solve it. Extended families share in the caretaking, education, and discipline of children. There is a lot of community and family support for both parents and children. Families often stay in the same community for generations and networks are well established.

By contrast, in the United States, many of these functions are handled by using community resources. Daycare centers, after school sports programs, libraries, summer camps, and community centers, serve as resources for parents with no extended family support. Likewise, if one has a problem, she can go to a counselor, an advocate, welfare, the schools, or another social service agency as well as going to a family member or community leader. Many American families are geographically dispersed and have learned to seek assistance and support from community resources rather than, or in addition to, extended family and community networks.

Using community resources to solve problems or to support or improve your family life is a new concept to newcomer families. Often community resources are not accessible to limited English speakers due to linguistic barriers and cultural biases. Refugee and immigrant families want more information about low cost family entertainment and use of social service agencies. This information is essential to providing the best possible support for their families in the United States.

USING COMMUNITY RESOURCES

Low-cost Family Entertainment

Warm Up Activities:

1. Brainstorm for places in the city to take families.
   - What places do you know about that you've never seen?
   - Which of these places would you like to visit?
   - What do you want to know about activities for children?

2. Discuss the following questions and record the answers on the board:
   - How much time do you spend with your children?
   - What do you like to do with your children?
   - What do your children like to do?

3. Brainstorm a list of after-school activities. Make a checklist of the activities and ask students to check the ones their children regularly do.

   ex. _____ play sports

   _____ ride bicycle

   _____ play in the park

   _____ play a musical instrument

   _____ watch T.V.

   _____ read books and do homework

   _____ paint or color

   _____ play with friends

Vocabulary:

Practice the following words:

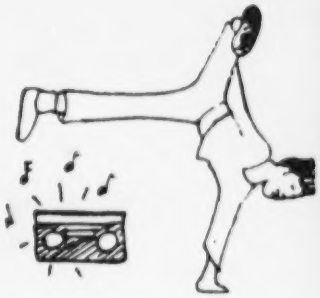
FLYER	RECREATION	YOUTH
COMMUNITY CENTER	REFRESHMENTS	PRIZES
TUTORING	STORYTIME	SIGN UP

Flyers or Notices:

Flyers announcing community events are great for practicing anticipation or pre-reading activities including making guesses, skimming, and scanning. Before students read the flyers, have them make predictions about the content of what they'll be reading. This draws out students' life experiences and gets them used to making predictions, something they will need to do as they develop their reading and communication skills. As students read the text more carefully, give positive feedback about their more accurate predictions. Let them know that reading is a process and that it is always possible to revise predictions as more information comes out.

Skimming gives the reader a general idea about what's being presented in the text. Scanning is looking for more specific information. By skimming and scanning, students get the general idea and specific information without necessarily understanding every word. The exercises below practice anticipation, skimming, and scanning skills.

S.A.S. PLACE



YOUTH PROGRAM

THE "FRESH" PLACE TO BE

FREE!!! **Sign up today!!!** **FREE!!!**

S.A.S. Place is an after-school program for 9-14 year olds

Art • Dance • Drama • Field Trips • Homework Help
Photography • Snacks • Sports • And much more!

Monday-Friday • 3:00-7:00 p.m.
Begins October 1st

YWCA
Seattle-King County
East Cherry Branch

A United Way Agency

Located near the Boys & Girls Club
Enrollment in SAS Place includes
Membership to the Boys & Girls Club.
For more information, call 461-8480.
SAS is located 4500 Martin Luther King Way.

Security After School Place is funded by ***Security Pacific Bank.***

Extra! Extra! Read All About It!

Monday Morning Storytimes for February and March

COLUMBIA LIBRARY
4721 Rainier Ave. S.
386-1908

Mondays at 10:30 a.m.
MONDAY MORNING STORYTIMES.

February 3:	African Animal Folktales
February 10:	Hearts and Flowers
February 24:	Shadows and Groundhogs
March 2:	Lions and Lambs
March 9:	Up, Up and Away
March 16:	Toads, Frogs and Polliwogs
March 23:	Counting Colors
March 30:	Small and Furry

Homework and tutoring room available Monday, Tuesday, Wednesday and Friday afternoons and evenings until 8 p.m.; Friday until 6 p.m. for group use.

Beginning in February watch for our new "Rock n' Read" program.

Seattle Public Library

12/91100, 92-149a

EVEN START/Project Family

A Federally Funded Family Literacy Program of the Seattle Public Schools

!!GAMES!!
!!PRIZES!!
FAMILY FUN DAY
Enjoy a Spring Day with your children
Free for Families with Children from Birth - Age 7
(older brothers and sisters can also attend)
All children must come with parents
SATURDAY, MARCH 21, 1992
11:00 a.m. - 2:00 p.m.
!!ARTS & CRAFTS!!
!!REFRESHMENTS!!
Rainier Community Center
3701 S. Oregon
(near Rainier & Alaska) Seattle, WA 98118
For More Information Call 281-6801 or 281-6803

Feelings:	1.	How do you feel when you can't understand flyers?
	2.	How do you feel when your children go places without you?
	3.	What do you worry about when they go out?
Personalize:	1.	What things do you like to do with your family?
	2.	Do your children participate in any activities like the ones in the flyers?
	3.	Is it hard to take your children to activities? Why?
Cultural Comparison:	1.	What do people do for recreation in your country?
	2.	How is it different in America?
	3.	Is is more difficult to spend free time together with your family in America?
Opinions/ Solutions:	1.	Do you think these are good activities?
	2.	Would your family participate in these activities?
	3.	What activities do think are OK for children?
	4.	What things do you need to know about activities for children and families?

S.A.S. Place Flyer:

Anticipation:

1. Look at the drawings on this flyer. What do you think this flyer is about?

2. "Youth Program" is printed in different letters. After noticing this, what do you think the flyer is about?

Skimming:

Give students two or three minutes to read the flyer for general information. Then ask for any revision to their earlier guesses.

Scanning:

1. When does this program begin?

2. What days of the week is it offered?

3. Does it cost money?

4. What ages can go to this program?

5. Is there a telephone number?

6. Is there an address?

7. What does S.A.S. stand for?

8. What does "fresh' place to be" mean?
   Is it important to understanding the flyer?

Give students more time to read the flyer and comment on it.

Library Flyer:

Anticipation:

1. Look at the drawing. What do you think this flyer is about?
2. The headline is "Extra! Extra! Read All About It!" What do you think this means?
3. What information is in darker type? Does this give you any more ideas what this flyer is about?

Skimming:

Give students two or three minutes to read the flyer for general information. Did what they read confirm their guesses?

Scanning:

1. Which library is offering this program?
2. Is there an address?
3. What day of the week?
4. Is there a phone number?
5. What are the dates?
6. What is the time?

Give more time to read the flyer and comment on it.

Family Fun Day Flyer:

Anticipation:

Have students ask each other anticipation questions. Possibilities include:

1. Look at the drawing (computer graphic). What do you think this is about?
2. What is written in the biggest letters? Does that give you ideas about what the flyer is about?
3. What information do you expect the flyer to contain? (i.e. date, time, phone number, etc.)

Skimming:

Ask students to read the flyer for general information.

Scanning:

In pairs, have students ask each other about specific information in the flyer. This may include:

1. Is there a phone number?
2. Is there a date?
3. A day?
4. A time?
5. A place?

Follow-up with a general discussion.

- Did you expect this information to be on the flyer?
- Why is the information included? For example, why is there a phone number?
- Why is some information in parentheses?

Suggested Activities:

1. Take a field trip to one of the places on the list from Warm Up Activity #1. When you return to class, discuss why (or why not) the field trip was a good place for families to go.

2. Plan your own Family Fun Day. Begin simply with a picnic and games (students can teach games from their countries). As a class, design a flyer to announce the event.

3. Develop a resource list of low-cost activities for families and children in your city. Include: location, times, cost, and a description of the activity. Ask students to check which activities and events look interesting.

4. Go to the nearest community center and tour the building. Stop in the office to pick up flyers and a schedule of events.

5. Develop a check list of things parents want to know when their children participate in extra-curricular activities. Examples include:

   What:
   Where:
   When (begin/end):
   Cost:
   Phone:
   Person in charge:
   Transportation:
   Other parents involved:

USING COMMUNITY RESOURCES

Crime Prevention

Warm Up Activities:

1. Have students describe their neighborhood or community in their country.

   - Did people see each other everyday?
   - Did people work together?
   - Who watched the children?
   - Was there crime? What kind of crime?

   Have students describe their neighborhood in the United States.

   - Do people see each other everyday?
   - Is there crime? What kind of crime?
   - How is it different from your country?

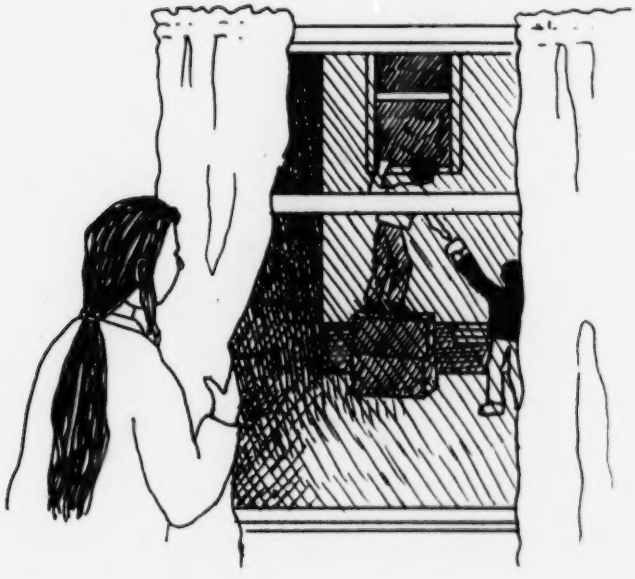
2. Introduce the vocabulary:

   crime
   against the law
   legal
   illegal

   Brainstorm various crimes and what you can do to protect yourself from each one. (Typically, many vocabulary words will be generated during this exercise. Keep this list on the board to refer back to during the lesson.)

3. Show the students the picture below and briefly discuss the following questions:

- Describe the picture.
- What is happening in the picture?
- How do you think the woman in the window feels?
- What can she do in this situation?
- Has this ever happened to you?
- Would this happen in your country?
- What can you do to prevent this?



Story:

Saba was at home when someone knocked on the door. When she went to answer to door, it was her neighbor, Amy.

Saba: Hi! Come on in.

Amy: Thanks. Are you busy right now?

Saba: No, my kids are at school. I made some coffee. Would you like some?

Amy: Sure, thanks.

Saba: OK. Have a seat on the couch. I'll be right back . . . here's your coffee.

Amy: Thank you. I stopped by because I'm worried about the crime in our apartment building. Last week there were three robberies, all on the same floor.

Saba: Yes, I heard about it.

Amy: I was thinking, maybe we could organize a meeting of all the tenants in the building. Then we could talk about how to help stop the robberies.

Saba: That sounds like a good idea. I want to help too.

Amy: OK, where should we start?

Comprehension Check:

1. Why did Amy visit Saba?
2. Where do Saba and Amy live?
3. How many robberies were there last week?
4. What do Amy and Saba want to do?

Feelings:

1. How do Saba and Amy feel about the crime in their apartment building?
2. Do you feel safe in your neighborhood?
3. How do you feel when you hear about a crime that happened in your neighborhood?
4. Are you afraid in your neighborhood?
5. What things make you afraid?

Personalize:

1. Do your neighbors stop by to talk or visit?
2. Do you feel like you can ask your neighbors for help?
3. Are you and your neighbors worried about crime in your area?
4. Have there been robberies in your neighborhood?

Cultural Comparison:

1. Do you think your neighborhood in the U.S. is more dangerous than your neighborhood in your country?
2. What kinds of crime do people worry about in your country?
3. What do people do in your country to protect themselves against crime?
4. What are the differences between neighborhoods in your country and neighborhoods in the U.S.?

Opinions/ Solutions:

1. Why do you think there is so much crime?
2. Do you think the neighborhood meeting is a good idea?
3. What else can people do about crime in their neighborhood?

ESL Exercises:

1. **Vocabulary:**

Practice the following words:

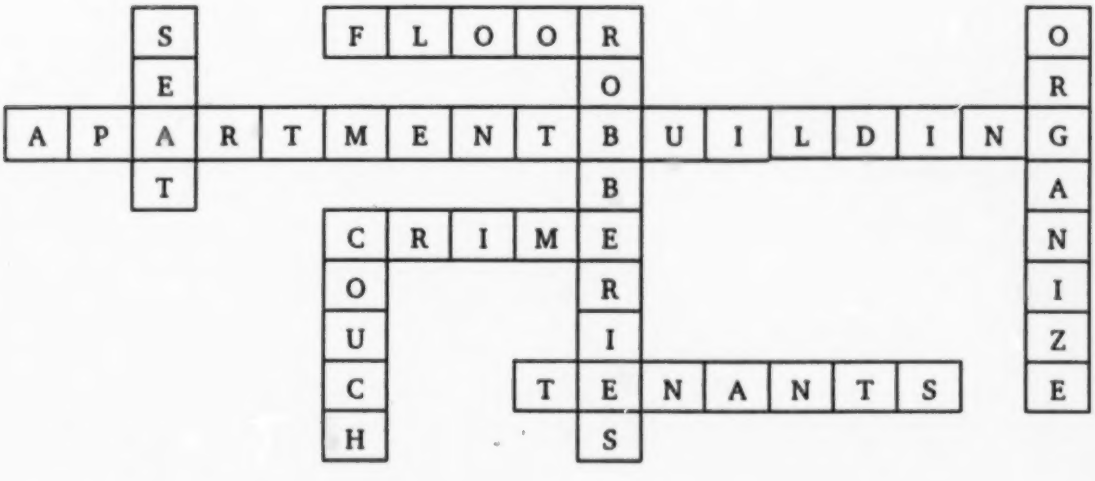
ROBBERIES	STOP BY	SEAT
ORGANIZE	COUCH	CRIME
APARTMENT BUILDING	TENANTS	FLOOR

1. **Vocabulary Reinforcement:**

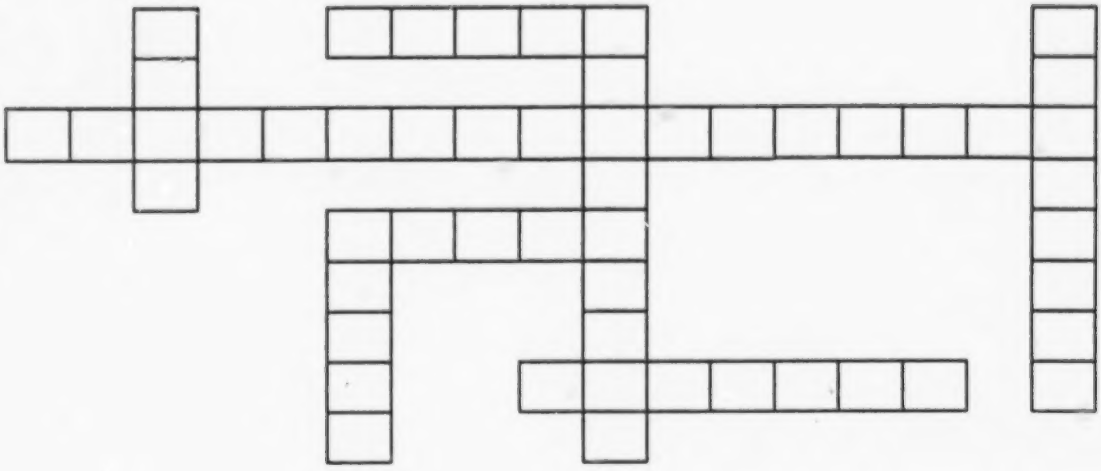
a. Play "concentration" with the vocabulary. Make picture and word cards and place the cards upside down on the table. Have students take turns trying to make matches. When a match is made, ask the student to try and make a sentence with the vocabulary word.

b. Design a crossword puzzle using the vocabulary words or use the example provided (See attached blank puzzle for student use.)

Answer Key



CROSSWORD PUZZLE



Across

1. A type of housing where many people live in the same building.

4.

7. Something that is against the law.

8. People who pay rent every month to live in their house or apartment.

Down

2. To take a _____, means to sit down.

3. "Last week there were three _____, all on the same floor."

5. To form a group; to bring people together for a purpose.

6. A piece of furniture that is also called a sofa.

2. **Verbs: Present and past tense verbs in the story:**

a. Make two columns of verbs. Have students match the present and past tense forms. With each match, have students make and say sentences using one of the forms.

ex.	Today	Yesterday
	come	worried
	make	were
	worry	brought
	are	came
	bring	made
	is	was

If other verbs ending in a consonant - Y (hurry) have come up recently in discussion, draw attention to what happens in the past tense with verbs ending in consonant - Y. If words ending in vowel - Y come up, demonstrate the difference with examples: played, stayed, enjoyed, etc.

3. **Bring/Make:**

a. Brainstorm together:

What do students bring to other people's houses to eat?

I bring _____.
_____.
_____.

What do students make when someone visits?

I make _____.
_____.
_____.

b. With these lists on the board, have students begin a dialogue similar to the story: one student visits another and brings something. The other student has made something. Practice with "I brought _____." and "I made _____."

4. **Because clause:**

a. Practice the phrase, "I came over because _____."

Why would students visit a neighbor? Brainstorm ideas.

b. Expand the idea. Why do students come to class?

"I come here (everyday) because _____."

ex. I want to learn English.
I like it here.
I want my son to learn English.

Have students ask each other follow-up questions.

Q: "Why do you want to learn English?"
A: "I want to learn English because . . ."
Q: "Why do you like it here?"
A: "I like it here because . . ."

For 3a or 3b sentence half-strips can be made. Using the sentences students create, make sentence strips by writing the sentence on one line or a strip of paper. Cut the sentence strip in half like this:

I like it here because	my daughter is with me.

Pass out sentence halves to students and have them find their matches. Have pairs read their sentences out loud to the class.

Suggested Activities:

1. Brainstorm different types of emergencies. Discuss what to do in each situation. Role play calling 911 and giving information.

2. Have a police officer come and talk about crime prevention and Block Watch.

3. Discuss personal safety and how to protect yourself in different situations. Write the following on the board:

   - house and yard
   - answering the door
   - answering the telephone
   - on the bus
   - car safety

   Brainstorm crimes that could occur in these situations and ways to protect yourself in each.

5. Ask someone to come and demonstrate simple self-defense skills and issues of personal safety.

6. Ask each student to introduce herself to a neighbor and exchange phone numbers in case of emergency.

7. Draw a map of your neighborhood on the board. Describe it to the students. Ask students to draw a map or picture of their neighborhoods and have them share their maps with the class.

   Follow-up: Hang a map of the city on the wall. Have each student come and circle her neighborhood on the map.

8. Use student drawn maps of their neighborhoods to talk about neighbors. Discuss the following questions:

- Who do you know in your neighborhood?
- When do you see your neighbors?
- What do you talk about?
- Can you or your children go to a neighbor for help?

Expand on this activity by asking students to also draw their childhood neighborhoods or an example of a typical neighborhood in their country. Compare the drawings and ask students to explain the similarities and differences between the neighborhoods.